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JUNIOR COLLEGE JOURNAL

FEBRUARY 1934
Vol. IV No. 5



IN THIS ISSUE—

Does the Junior College Make Good Citizens?

J. LEONARD HANCOCK

Magazines in the Junior College Library

PAULINE I. DILLMAN

Junior College Movement in Virginia

THOMAS D. EASON

Unsound Scholarship in Literature Tests

CHARLES W. COOPER

Single-Unit Courses in Orientation

J. W. MC DANIEL AND WM. VAN V. EWERT

Our Newest Educational Theater

TEMPE E. ALLISON

ANFORD
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PRESS

(Complete Table of Contents on First Tent Page)

THE JUNIOR COLLEGE JOURNAL

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The Junior College Journal is published monthly, from October to May inclusive, by
Stanford University Press, Stanford University, California

Subscription: \$3.00 a year, 40 cents a copy

All communications regarding editorial matters should be addressed to
WALTER C. EELLS, United States Office of Education, Washington, D.C.

All communications regarding subscriptions and advertising should be addressed to
STANFORD UNIVERSITY PRESS, Stanford University, California

Entered as second-class matter September 24, 1930, at the Post Office at Palo Alto, California,
under the Act of March 3, 1879.

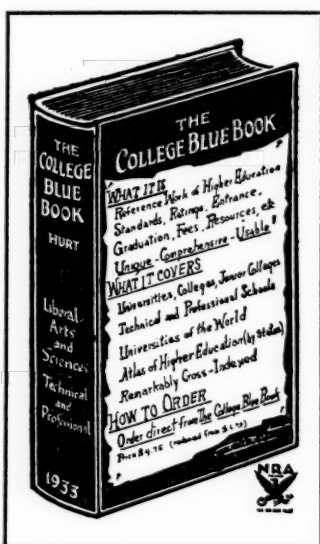
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THE JUNIOR COLLEGE JOURNAL

References to contents of previous issues will be
found in the *Education Index*

Contents for February 1934

	PAGE
<i>Editorial</i>	225
J. LEONARD HANCOCK	
<i>Magazines in the Junior College Library</i>	227
PAULINE I. DILLMAN	
<i>Junior College Movement in Virginia</i>	232
THOMAS D. EASON	
<i>Unsound Scholarship in Literature Tests</i>	237
CHARLES W. COOPER, PH.D.	
<i>Unsound Scholarship: In Reply</i>	246
WALTER CROSBY EELLS, DAVID SEGEL, ELINOR WALLACE HIATT, FLORENCE CARPENTER, RUS- SELL R. JOHNSTON, J. W. SHEPHERD	
<i>Single-Unit Courses in Orientation</i>	253
J. W. MC DANIEL AND WM. VAN V. EWERT	
<i>Our Newest Educational Theater</i>	256
TEMPE E. ALLISON	
<i>"Ancient History"</i>	258
Associate in Arts—A 1912 Report—A 1913 Judgment	
<i>The Junior College World</i>	260
<i>Reports and Discussion</i>	266
New England Association—Michigan Association— More About Crane!—Junior College Growth—Texas Report—The Administrative Head—Two Corrections	
<i>Judging the New Books</i>	276



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Vol. IV

FEBRUARY 1934

No. 5

Does the Junior College Make Good Citizens?

[EDITORIAL]

The abrupt closing of Crane Junior College for an indefinite period, and the consequent dumping into the ranks of Chicago's unemployed of several thousand young men and women have made those immediately concerned stop thoughtfully to measure human values and to analyze just what the public junior college has been doing for these young people. What have they lost by the closing of this junior college?

We have said repeatedly that such a college carries out the fundamental ideal of democracy by giving to the poor boy or girl as well as to the more prosperous an opportunity to prepare for the professions. But the professions are at present overcrowded. We have trained non-professional students to fill better jobs—but the new social and economic order is cutting down the number of available jobs. We have boasted, like the old "finishing schools," that, no matter what our graduates did when they left us, we had rounded out their education so that they could take effective part in the social and intellectual life of their generation. We still believe that this is a vital contribution. But more important than any of these, as we see it

now, is the fact that the junior college takes young people at the "dangerous age" and helps to mould them into clear-thinking, right-minded citizens.

Look at the faces in any group of demonstrating radicals, and you will be surprised to see how many of them are not middle-aged down-and-outers, but young people in their late 'teens or early twenties, with a fanatical gleam in their eyes. They belong to the level which is, economically, on the margin, to the very group from which public junior colleges chiefly draw. They are not in the radical ranks purely because of a high philosophic purpose; they are not there wholly because of a love of excitement; but, at their level, unhappiness and disappointment and inhibited desires bring about discontent with the established order. Are they vicious or criminal? Not at all. Are they dangerous? Yes, potentially, both to themselves and to society. With keen minds, and a rankling sense of the injustices of the present social and economic system, they are being warped into actual enemies of society.

We feel certain that the opportunities given, at any good public junior college, for study and for

normal contacts with pleasant people, whether teachers or fellow students, have a tendency to reduce their discontent and to make helpful citizens of potential firebrands. By respecting their sincerity, letting them talk a good deal, but exposing them, in classes and in clubs, to various forms of political and social philosophy and to practical facts, the college tends to change them from prejudiced enemies of society into vigorous but thinking participants in society. In our own big city college, youngsters who came to us as avowed Reds often developed with surprising speed to the point of putting their very real ability, under guidance, into intelligent constructive work for the furtherance of sound education for the masses and fair opportunities for all, rich and poor. Instead of being mavericks they learned to tug in harness.

Our faith in a democratic form of government is based upon one conviction: that a democracy makes better and happier men and women than any other form of government. Grant that premise, and you may argue as much as you will that democracies are slow, blundering, wasteful, often stupid; we still prefer them. Our system of public schools is perhaps the most powerful instrument that democracy boasts; in the long run even more powerful than political machines. And the justification for our schools must be the same as for our form of government: if our school system makes of the children of the nation right-minded men and women and intelligent citizens, the system is worth all that it costs, and must be maintained. The extent to which it succeeds in this is the measure

of its fulfillment of its proper function. In fact, it is in this function, the improving of the human material of the nation in order to make, in the broadest sense, good citizens, that we find the only justification for education at public expense.

The junior college is being challenged right now as never before to prove its right to draw from public funds; and the test of it must be the same as for the secondary school and the lower grades. If the junior college has ever so complete a curriculum of pre-professional, vocational, terminal-cultural courses, and yet cannot show that it is making good citizens, it is a failure and should be abandoned for the sake of efficiency as well as economy. If, as we believe, it moulds young people at an even more crucial age than the high school, and reaches thousands whom the university would never touch, then, by this achievement alone, it justifies its existence and its extension.

J. LEONARD HANCOCK

POMONA SCHOLARSHIPS

Pomona College, California, will award five scholarships for the year 1934-35 exclusively to graduates of junior colleges in any part of the country. The scholarships will be awarded on the basis of open competitive examinations. They vary in value from \$150 to \$300. Candidates must file applications with the Committee on Admissions before March 1, 1934. Full particulars can be secured from Dr. Howard H. Pattee, Director of Admissions, Pomona College, Claremont, California.

Magazines in the Junior College Library

PAULINE I. DILLMAN*

A great deal of thought should enter into the selection of periodicals for a junior college library, as, first, not having as large a budget as a four-year college or university, it is necessary to obtain the best for your outlay; second, it is essential for college students to read the worthwhile in periodical literature. In all up-to-date schools, instructors teach their students to supplement their studies with current reading. This is especially true in economic, political science, and debating courses.

MAGAZINE SELECTION

It would be useless for me to make out a list and say, "These are magazines that should be in every junior college library," because every college library has its own problems.

First, you must take into consideration the curricula offered. Until you can broaden out you must buy the magazines that will aid in supplementing those courses. If political science and economics are taught you should get such magazines as *Political Science Quarterly*, *Current History*, *Journal of Political Economy*, *Annals of the American Academy*, *New Republic*, and *The United States News*; if botany and zoölogy are taught get such periodicals as *Botanical Ga-*

zette, *Ecology*, and *Journal of Mammalogy*; if you have courses in engineering and junior electrical work, magazines like *Electrical World* and *Engineering News-Record* would be useful; if courses in elementary teaching are offered get such magazines as *Elementary School Journal*, *School Arts Magazine*, and *School Life* (every library can afford to subscribe for this). There are so many good magazines on the teaching profession. *School and Society* is a very good reference help, and of course we must not neglect the *Junior College Journal*. Instructors are always glad to suggest periodicals to be purchased for their own fields of work.

There are a good many annotated lists that will assist in selecting magazines, but if you are in doubt about a certain magazine send for a sample copy. Even if you have to buy several copies before you can decide, it is better to know it is what you wish and that it will be of value to your school. Examine several of the same class of magazines; look over their contents; see what the scope of the magazine is; notice who the contributors are (some magazines have certain stand-bys, others encourage authors who are not widely known); observe the editorials, the different departments, and any special features. If you cannot decide even then, the make-up (paper, print, illustrations, advertisements, and cover) of the magazine might enter into your decision. We were all

*Librarian, Joliet Junior College, Joliet, Illinois. Paper presented at the Junior College Libraries Round Table of the American Library Association, Chicago, Illinois, October 17, 1933.

glad when the *Golden Book* had a more costly attire.

Some of the classified and annotated lists which are useful and up to date are:

American Library Association Periodicals Section Meeting: "Most Useful Business Magazines," *Library Journal* (September 1, 1932), Vol. 57, p. 726.

Ayer, N. W. and Sons: *Directory of Newspapers and Periodicals* (Philadelphia, Ayer), yearly publication. (Good classified list pertaining to agriculture, collegiate publications, foreign language, trade, technical and class publications.)

Hester, E. A.: *Books for Junior Colleges* (Chicago, American Library Association, 1931). (Has a small general list in front and good lists under the different studies or subjects.)

Lyle, G. R.: "Periodicals for College Libraries, Grouped According to Classification," *Wilson Bulletin*, Vol. 6, pp. 138-41, 289-92, 630-33, 706-09, October, December, 1931; March, May, June, 1932. (Fine representative lists giving short notes and telling where the magazines are indexed. Mr. Lyle mentions other aids in his articles.)

Ulrich, C. F., editor: *Periodicals Directory* (a classified guide to a selected list of current periodicals, foreign and domestic) (New York, Bowker, 1932). (Six thousand titles listed. "Notations of where indexed, reviewed, or abstracted.")

Walter, F. K.: *Periodicals for the Small Library* (American Library Association, 1932), 6th ed. (A good book to buy; fine annotations. It has a general list of

periodicals and other lists on agricultural, business and technical, educational, and library periodicals.

Ermine Stone's book, the *Junior College Library*, should also be a great help to all of us.

In deciding whether to include certain magazines in your college library, you might jot down a few general headings, such as classification, departments, special features, contributors, indexing, editor and editorials, and style, and then take up a few magazines and put down the interesting things that you find.

Our budgets settle many things for us. Several years our science magazines alone cost \$50, which was a large allowance for a small junior college library (I despair of its ever reaching that amount again). It all came about from being criticized by inspectors from the University of Illinois for not having enough magazines in the field of science, the only criticism made of our library. Sometimes one profits through criticism. I think that amount was a little out of proportion, although it was gratifying. They say it is well to have a few magazines on your shelves that are above the heads of your students, but being a practical librarian it did seem a pity to spend so much (and science magazines are expensive) for magazines that were not used.

It would be very fine if our junior college could afford to include some of the foreign magazines like the *Illustrated London News* or *L'Illustration*. Many students in the French language department subscribe for a French magazine and the instructor always has maga-

zines that she is very willing to lend to her students. I think either *Le Petit Journal* or *La Vie* would be good to have in the library.

Secondly, certain old stand-bys must be included—for what library could get along without the *Atlantic? Harpers*, while old in years, has kept abreast of the times and is always interesting. I guess almost every library includes *National Geographic*, for who could pass by those enticing pictures without the desire to include it? Speaking of good illustrated magazines, it was a great pity that the *Mentor* had to be taken from our files. I regret that we have so few real literary magazines, though of course some of the general ones are literary. *Living Age* is still a good old standby. The *Bookman* is another magazine that will be missed. The *American Review*, while very good, does not take its place. General periodicals (and really these should be chosen before the special ones) must be included. *Scribners*, *North American Review*, and *Review of Reviews* and *World's Work* are good magazines that have held their ground.

MAGAZINE INDEXES

During the last few years, our book budget being cut, we found that our periodicals were our best source of reference material. I have always been an advocate of periodical files and the last few years have completely "won me over." Magazines are always filled with timely discussions of topics that are claiming the attention of the public long before this material is brought out in book form. Now that we have our indexes (and every library ought to have a *Readers' Guide*, at

least) our material is made very accessible. If you subscribe for a good many educational periodicals, and most school libraries do, I think the *Educational Index* would be very useful. Besides indexing about 120 educational periodicals, it includes references to current educational books and pamphlets which are a great help in a junior college, where the instructors are always interested in the latest educational books.

I think *Poole's Index* should be in junior college libraries, regardless of whether you have the magazines or not. This index is a great saver of time to our students who find it more convenient to use these indexes at the library than to take the time to go to the public library. All bibliographical work on their long themes can be done at their own library—we keep a record of the magazines received at the public library.

Your current indexes other than *Readers' Guide*, the *Annual Magazine Subject-Index*, *International Index*, or the indexes along special lines such as agriculture, art, and industrial arts, all depend upon the magazines in your library.

Even though we do have the periodical indexes, I think all separate magazine indexes should be bound in front of each volume (I say "front" because it is easier to look in front than to turn a heavy volume over). Book reviews brought out in your index might not be brought out in your *Readers' Guide* or whatever current index you use. Often this bound-in index "makes for speed" in your reference work, and when you have many students all waiting for your help—well, one wants all the "short-cuts." Your

index should be obtained before the supply is exhausted. If you buy through a good agency, they will see that the indexes are sent to you, but even then, you should check up and see that they have been received.

The American Nature Association has published a separate index to Volumes 1-20 of *Nature Magazine* which is useful; so, too, is the *Golden Book Index* covering the years 1925-29 (Vols. 1-10).

It would be a great benefit to librarians if there were more uniformity in the marking of magazines. If the paging ran consecutively throughout a volume; if we could always look for the volume number and date in the same place; if all magazines would have the place of publication in the same spot, and, lastly, if a change of size in a magazine is to be made, the publisher would only wait until the end of the volume, would not a librarian's life be one sweet song? I suppose we will have to wait for some time for anything quite so ideal. Like the story of the farmer who said, "Things are getting worse and worse, even the snow isn't quite so white as it used to be."

SUGGESTIONS FOR BINDING

If you can afford it, bind all indexed magazines that you intend to save even if you can only have flush binding, uncovered boards, and no lettering. If I could not bind my magazines, I would drill holes in my completed volumes, make sides either of marble board or cover board (if there is a print shop in connection with your school, it can obtain large sheets 26×38 for 6 to 11 cents, depending on the thickness), fasten on a buckram back

either by sewing or fastening together with bindery screws, all of which would take very little time as the print shop could cut your board, and then I would mark the backs with an electric stylus, thus making them uniform. It seems to me this would be far better than storing them in pamphlet boxes (although that is a commendable way) as the boxes take up more space than the bound volume, and the separate numbers, if used much, get worn, and, unless you are a better custodian than I am, they are apt to disappear. This reminds me of a little essay, "On Visiting Bookshops" by Christopher Morley, in which he speaks of people who go into bookshops "not because they need any certain volume, but because they feel that there may be some book that needs them." Some students have a feeling that they need the magazine and that the magazine needs them. Morley continues, "this wistful, little forgotten sheaf of loveliness, long pining away on an upper shelf—why not ride up, fling her across your charger [or your charge account], and gallop away. Be a little knightly, you booklovers!" We wish that some of our student magazine lovers were not quite so knightly. It is too bad to spoil Mr. Morley's beautiful thought with such an unlovely comparison.

The routine work of putting your magazines in volumes, making out bindery slips, etc., are things more or less familiar to all librarians. The little pamphlet, *Care and Binding of Books and Magazines*, by the American Library Association Committee on Bookbinding, gives a good article on the preparation of periodicals for the bindery. The notations

after the magazine in the "List of Periodicals Indexed" in the front of the *Readers' Guide* are valuable to me. This list gives the number of volumes to the year and with what month the volume begins and also information regarding the indexes.

Binders generally keep patterns of sets they bind for their regular customers, but if you change binders you will have to send a back volume for a pattern or make a "rub off" in order to have uniformity in your binding. Most dependable binders furnish price lists; compare them, and possibly it would be wise to send a small shipment to several binders so you can compare their workmanship. A good list of binders is given in *Periodicals for the Small Library*, by F. K. Walter. The best time, probably some will say "a busy time," for school librarians to send their magazines to be bound is just before school closes. You will not have to disappoint your students with that aggravating reply, "No, the magazine is at the bindery."

If you have one color you like better than others, do not make the mistake I made, and have all your magazines bound alike, as it does get rather monotonous even though that color be brown. A binder told me that one librarian wanted every volume a different color from the previous one—no chance of having the blues in that atmosphere; however, you might have the nightmare.

Ask your agencies for the little handbook they circulate, *Periodical Librarian's Handbook*, and also keep account of the births and deaths of different magazines. The Mayfair Agency puts out a monthly bulletin called *Periodica*, of the "important events in the periodical

world." In the front of the *Readers' Guide* you will find a page devoted to "Notes and Announcements" which it is good policy to read. It is hard to keep up with the changes that have taken place in magazines in the last few years.

When I was asked to give this talk, I said it was a field in which I was greatly interested but that I doubted whether I could give such a well-informed group anything that they did not already know. The other day I read a story about a young writer who finished a magazine story shortly before the war. The next month he rewrote it, giving to it an incidental war slant; the following year he rewrote it and had the hero rescue the heroine from a torpedoed liner; two years later, rewriting it, his hero enlisted; the following year his heroine was a Red Cross nurse. He was still rewriting it after the war when he decided war fiction was getting stale so he went back to his original story, only retaining the German villain; later even the villain was discarded. Ten years later when living in the old people's home, he sold his original story and the editor featured it as "charming romance of life before the war." I very much fear that what I have given you today will be classed as old material, but I hope I have presented a few new ideas.

ELECTED TO OFFICE

Miss Jean D. Cole, head of Mount Vernon Seminary, Washington, D.C., was elected vice-president of the Middle States Association of Colleges and Secondary Schools at its annual meeting at Atlantic City in December.

Junior College Movement in Virginia

THOMAS D. EASON*

Whatever may be said concerning the lack of interest in establishing the junior college on a plane comparable to that occupied by the junior high school in this state, the term "junior college" has been readily accepted, so much so that it is indiscriminately employed to designate institutions of such widely divergent aims as obtain in those which actually satisfy the junior college standards of the State Board of Education, unaccredited church and private schools which offer some college courses, extension divisions of liberal arts and polytechnic colleges, and industrial institutes which are essentially normal schools.

The junior college as the upward extension of a municipal high school or of a consolidated rural high school has never existed in this state, and only recently has the establishment of such an institution been seriously considered by city and county school boards. In the cases now under consideration, junior college advocates emphasize the advisability of keeping boys and girls under the influence of the home and the local community, and point out the financial inability of parents to maintain their children at colleges where it is necessary for them to board, and the relatively low cost, to the community, of adding two years of instruction to an established high school. Granting that the foregoing arguments are well founded, I cannot help but ob-

serve that such funds as may be found for the operation of publicly supported junior colleges must come from sources that are at present inadequate for maintaining high and elementary schools; and that the legality of such a procedure is questionable.

Because of the difficulty of securing junior college records over a period of years, this paper will be confined to a consideration of those colleges which have been accredited by the State Board of Education, for which reports are available.

Interest in the junior college as a standard institution dates from May 30, 1912, when the State Board of Education adopted a resolution to the effect that after June 1, 1914, the Board would recognize only three grades of academic institutions above that of high school, namely, the junior college, the college, and the university; and that an institution to be registered as a junior college must present satisfactory evidence that it was doing at least the equivalent of freshman and sophomore work as conducted in a standard college. The provision, in the same resolution, that a junior college may not confer a degree sounded the death knell of many quasi-collegiate institutions which were not content to grant a mere Bachelor's degree, but awarded with alacrity the Master's.

Prior to 1914, when the junior college standards became effective, it was so difficult for the Board to determine the exact academic standing of institutions seeking recog-

* Director of Higher Education, State Board of Education, Richmond, Virginia.

dition that it resorted to a plan of listing collegiate institutions under such titles as "colleges," "institutions doing between two and four years of college work," and "institutions ranking between high school and junior college." By the time the standards became effective these institutions had so modified their plans of operation that many of those which were ranked as doing between high-school and junior college work were relegated to the position of high schools. Some were raised from the "between two and four year" class to full college rank, leaving less than a dozen that were definitely of junior college standing. Of those that were accredited as junior colleges in 1914, few have survived.

When the Board adopted standards for junior colleges and other institutions of higher learning it was not so much for the purpose of constituting the Board a general accrediting agency for collegiate institutions as it was for the purpose of determining which institutions should be recognized for the purpose of training teachers. Then, persons who had completed two years of college work were eligible to teach in the high and elementary schools of the state, consequently junior college graduation carried with it the privilege of teaching in the public high and elementary schools, a privilege which many junior college graduates readily accepted.

Of the nine junior colleges now recognized by the State Board of Education, eight are primarily for women and one for men, though the institution for men admits women as day students. With respect to control, three are Baptist,

two are private, and each of the following denominations supports one: Methodist, Lutheran, United Brethren, Mennonite. All of the junior colleges maintain high-school departments, and follow the practice of having instructors teach both college and high-school subjects, stress religious development through Christian influences, and maintain departments of music and art on a different, usually lower, professional basis than that maintained for the academic departments. The composite of the junior colleges in Virginia is represented by an institution for women which is decidedly religious but not narrowly sectarian; which combines high school, two years of college, and special departments of art and music; operates dormitories; and has about it the atmosphere of the old-time finishing school for girls.

For those who are statistically minded, a better conception of the junior colleges in Virginia may be gained from the following summaries secured from reports of the colleges for the school session of 1933-34:

In the nine accredited junior colleges the enrollment in the high-school departments ranges from 6 to 71; in the college departments from 35 to 259; in the special departments, which include music, art, and commercial work, from 3 to 48—the range for total enrollments being from 112 to 339.

The annual income, including receipts from tuition, dining halls, dormitories, and endowments, ranges from \$23,000 to \$131,000; while the capital outlay in buildings, grounds, and equipment ranges from \$125,000 to \$673,000.

In the libraries the total number

of volumes ranges from 2,700 to 6,538; the periodicals subscribed to from 10 to 37; while the annual expenditure for new books ranges from \$90 to \$500.

During the early days of the junior college movement the institutions applying for recognition maintained on their faculties an unduly large proportion of teachers who, judged by the absence of degrees from standard colleges, ranked low in academic standing. Laboratory equipment in science was meager, and little emphasis was placed on instruction in this field. The libraries were indifferently housed, poorly catalogued, inadequately supported, and were maintained rather more as necessary ornaments in an academic atmosphere than as the centers of actively progressive institutions.

The last few years have witnessed an outstanding improvement in the academic standing and attainments of the faculties. Not only department heads, but nearly all members of the academic staffs now hold at least the Master's degree, and tenure is relatively long, with the result that, course for course, in the junior colleges a student may be taught by instructors as well trained and as efficient as those found in the freshman and sophomore years of standard colleges. It is not at all unlikely that a student in a junior college will receive instruction from persons whose academic training averages higher than that of the instructors in the first and second years of four-year colleges, where freshmen, and to a lesser extent sophomores, are too often taught by student instructors and assistants.

The improvement in laboratory

equipment, laboratory instruction, and libraries has not kept pace with the improvement in the academic standing of the faculties. While the libraries in all of the junior colleges have improved, and in some of them are excellent, it does not appear that, considered as a whole, the junior colleges have yet come to look upon the library as a sort of workshop through which most of the college work should be accomplished. Excepting one or two of the junior colleges in which outstanding work in science is being accomplished, it must be observed that the development of laboratories and interest in scientific instruction is today one of the weakest phases of junior college work in this state.

One of the phases of junior college development which has received but little attention from students of this subject and which offers a fruitful field of effort is the general problem of teacher training in junior colleges and the success of teachers trained in such institutions as compared with those trained in state-supported normal schools and colleges.

As has been indicated elsewhere in this paper, a few years ago graduates of the academic departments of junior colleges were granted blanket licenses for teaching in the high and elementary schools of the state. When the state discontinued the practice of issuing blanket certificates for teaching in the high schools, it was still possible for junior college graduates to qualify as teachers of English, history, Latin, French, and other subjects in which two years' work (twelve semester-hours) had been completed. Seldom were persons with

such limited training chosen for work in the city high schools, though many of them were employed in the small town and rural high schools. In 1928, when the minimum requirement for teaching in high schools was raised to graduation from a standard four-year college, the junior colleges as training centers for high-school teachers passed from the scene.

With the possibility of placing their graduates in the high schools eliminated, efforts were concentrated in the training of elementary teachers, who, during that period, were required to complete only one year of training in a normal school or the equivalent thereof. Not until 1930, when incoming teachers in all elementary schools were required to hold licenses based on graduation from a standard two-year teacher-training institution or normal school, did the junior colleges face a crucial situation so far as teacher training was concerned. Even though these colleges offered courses in education, they were not recognized per se as normal schools. All of them, therefore, faced the problem of either giving up entirely the training of teachers or so modifying their organizations as to meet the State Board of Education standards for normal schools, which require provisions for student teaching. The majority of them elected to withdraw from the teacher-training field and appear now to be making good their losses, so far as students are concerned, by an increased emphasis on music, art, and commercial branches. The four colleges which are now recognized as both junior college and normal school are operating their normal departments under handicaps, but

their graduates compare favorably with those who secure their training in state and municipal normal schools.

The teacher-training programs in the junior colleges when compared with the programs in normal schools show, in general, a maximum of academic courses and a minimum of those in education; whereas in the normal schools the reverse is too often the case. The junior colleges, in this state at least, have an opportunity to demonstrate the effectiveness of their policy.

In attempting to predict the future of the junior colleges of Virginia it is well to consider two influences which have been strongly felt in the past, namely, the desire of parents to have their children educated in denominational institutions; and the belief, not without some foundation, in the finishing-school type of education which combines instruction in the academic branches, music, art, dramatics, and other so-called special subjects.

With respect to church support, the junior colleges face, along with the Protestant denominationally supported four-year colleges, a situation comparable to that which the denominational high schools faced when publicly supported high schools were set up in all sections of the state. In the same way that public high schools have so nearly supplanted secondary schools supported by the Protestant denominations, state-supported colleges and normal schools may supplant church-supported colleges. In this state there is not a Protestant denomination of state-wide influence that does not have in the state-supported institutions of higher

learning more numbers of its denomination than are enrolled in its own denominational institutions.

Church colleges that are adequately endowed and those that are strategically located in urban centers, where day-school patronage may be relied upon to swell the revenues, will undoubtedly survive, but it is difficult to see how the others, so many of which are in financial difficulties, can hold on. When it is recalled that the tendency of church colleges to indoctrinate their students is decreasing, and that in state schools the Bible may be studied and Christian association activities participated in, it is all the more difficult for church organizations to demonstrate to their members the wisdom of paying taxes for state institutions and at the same time making contributions for church schools.

No effort is made here to argue the relative merits of state and church schools; all that is attempted is to interpret the influence of what is actually taking place on the future of the junior colleges.

The rapid decrease of enrollment in the first and second years of the high-school departments of junior colleges will soon force them to concentrate on the upper years of high school and the first two years of college work. Under a four-year organization, without any arbitrary distinctions between high-school and college work, they may survive; as six-year institutions they are already doomed.

The possibility of confining their programs to two years of college work is open to them, but there is nothing in the history of education in Virginia to warrant the hope that a boarding school offering only two

years of college work can survive. Even if a two-year program, including a normal school department, is attempted, it will be short lived, because the time is not far distant when even elementary school teachers will be required to hold degrees.

Whatever may be said for the fine traditions that obtain in the junior colleges, the graduates who are a credit to the schools and the state, and the excellent work that is now being done in several of them, I am not persuaded that the position of the junior colleges in the state is secure or that they have much to hope for in the future.

What the future holds for the publicly supported junior college is entirely of a different nature. While the junior college as the upward extension of a public high school is only in the proposal stage and will gain no immediate headway, the unemployment problem will soon force general discussion of its possibilities. I look for no direct state support for the establishment of such projects, but I can well imagine that the excellent high-school facilities in many of our cities may be modified to meet the demands of many high-school graduates who wish to pursue their studies in the home communities.

BOOK ON PLAYWRITING

Mrs. Irene Childrey Hoch, grand director of Delta Psi Omega, dramatic fraternity, and instructor in dramatics at Modesto Junior College, California, is taking a year's leave of absence to finish a book on playwriting and to publish the best of the original work done in her playwriting courses during the past ten years at Modesto Junior College.

Unsound Scholarship in Literature Tests

CHARLES W. COOPER, Ph.D.*

In his famous *Travels* Lemuel Gulliver is entertained by the Emperor of Lilliput "with several of the country shows," one of which—"that of the rope dancers"—especially interests him. In the land of little people, whenever "a great office is vacant either by death or disgrace . . . five or six . . . candidates petition the Emperor to entertain his Majesty and the court with a dance on the rope, and whoever jumps the highest without falling, succeeds in the office."¹ So it is that, by displaying a skill utterly alien to statecraft, the Lilliputians attain great place.

In like manner many junior college students (and senior college students also!) attain their ends by displaying a skill utterly alien to real scholarship—the knack of passing tests. They learn to pre-

dict what the instructor wants, even though his question (sometimes illy worded) may honestly call for quite a different answer. They become ingenious—and why should they not?—developing a test-taking technique, which is all well and good except that subject-matter examinations are supposed to measure knowledge of subject-matter and not knowledge of the ways of the world.

Glancing over two recent tests in English—"Stanford Tests for Junior Colleges: Test in English," and "Shepherd English Test"²—I have found fresh evidence for this belief that many of the new-type examinations measure something quite different from what they are designed to measure. As I have studied over "Exercise I" of the former and "Test 3. Literature" of the latter, I have come to the conclusion that the student who has a fair bit of textbook learning, but also a keen eye for rope-jumping, will do much better than the student who has a wider and more exact knowledge, but also a disturbing loyalty to honest opinion and truth. For these two tests contain what I consider an astoundingly great number of lamentably bad questions.

In calling certain questions "bad," I do not impugn the educational "validity" and "reliability" of the questions themselves or of the tests as a whole. Professor Ruch says, "Validity is the degree to which an examination measures what it is claimed to measure."³

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¹ Jonathan Swift, *Gulliver's Travels*, edited by Guy Montgomery (New York, Richard R. Smith, 1930), p. 20.

² Walter C. Eells and David Segel, with the co-operation of Florence Carpenter, Elinor Wallace Hiatt, and Russell R. Johnston, "Stanford Tests for Junior Colleges: Test in English" (Stanford University Press, 1932); J. W. Shepherd, "The Shepherd English Test: A Placement Test for College Freshmen, Form A" (Boston, Houghton Mifflin, 1931).

³ G. M. Ruch, *The Objective or New-Type Examination* (Chicago, Scott, Foresman, 1929), p. 40.

Reliability, on the other hand, is defined as "that phase of validity which refers to the accuracy of a test as a measuring device," as "the stability of numerical scores for the same individual or individuals when equally difficult and similar examinations are applied in sequence."⁴ If the purpose of these tests is to measure the height to which rope-dancers can jump—if their purpose is to measure the half-truth apparently promulgated by faulty elementary texts and perhaps by inadequately trained instructors—then they may really be both valid and reliable. But a test may possess a degree of validity and reliability, and still be a bad test. It may be contrived with all the technical skill known to the educational expert, and still it may elicit "correct" responses that are questionable opinions, half-truths, or patent falsehoods.

How can this be?

THE STANFORD TEST

The "Stanford Test in English"—designed for students who have completed their junior college training—was made up from items "furnished by a group of junior college English instructors."⁵ Its Exercise I consists of best-answer questions testing the student's knowledge of the history of English literature. Of the thirty items, twelve are more or less faulty. For some, either of two responses is consonant with truth; for others, no response is entirely true; for yet others the desired response is a

matter of critical opinion, not one of fact at all. But let us consider these questions in greater detail.

"3. Falstaff is a character in (1) *Henry IV*, (2) *The Shoemaker's Holiday*, (3) *Philaster*, (4) *Hamlet*." Obviously, the desired response is *Henry IV*. But Shakespeare wrote two separate and distinct plays, now generally called *The First Part of Henry the Fourth* and *The Second Part of Henry the Fourth*, throughout both of which run "the humorous conceits of Sir John Falstaffe." However, the contrivers of the test appear to have forgotten *II Henry IV* (as it is often abbreviated), for again in Exercise II, 7, "the play *Henry IV*" is referred to. Shakespeare wrote no one play *Henry IV*; he wrote two. The student with superficial knowledge would instantly give the desired response, but the student with accurate information at his command would be puzzled by the unscholarly blunder. Certainly it is not too much to ask that a test for accuracy of knowledge should in itself be accurate.

"7. The eighteenth century saw the beginning of (1) drama, (2) journalism, (3) sonnets, (4) lyrics." The desired response is "journalism." But, though the periodical essay arose in the opening years of the eighteenth century, flowered in *The Spectator*, and went to seed in *The Rambler*, the beginnings of journalism are to be found in the seventeenth century. Nathaniel Butter began to publish *The Weekly News* in 1622, and the printed news sheet continued its history through the century.⁶ The question in the test was probably inspired by the appellative "father of journalism" which in some ways

⁴ G. M. Ruch, *op. cit.*, p. 62.

⁵ "Manual of Instructions."

⁶ James Melvin Lee, *History of American Journalism*, revised edition (Boston, Houghton Mifflin, 1923), pp. 6-7.

nicely fits Daniel Defoe. But W. P. Trent says, "When Defoe established his most important periodical, *The Review*, in February, 1704, the English Newspaper, in a technical sense, was not quite fifty years old."⁷ In other words, journalism had its beginnings in the seventeenth century. In answering the question, the informed student would say, "Of course the sonnet and the lyric and the drama did not arise in the eighteenth century; but neither did journalism, though it is sometimes erroneously said that it did." The student with a smattering of knowledge would score his point; the student who knows the truth would lose.

"12. The greatest verse allegory in the English language is (1) *Pilgrim's Progress*, (2) *The Pearl*, (2) [sic] *The Canterbury Tales*, (4) *Faerie Queene*." The "correct" answer is the last-named. But it is not a fact that Spenser's romantic epic is the greatest verse allegory in the language, though such is the opinion held by many scholars. However, any sturdy admirer of *The Pearl's* fragile beauty would be loath to mark a student wrong

⁷ *Cambridge History of English Literature*, IX, 1.

⁸ See Sister M. Madeleva, *The Pearl: A Study in Spiritual Dryness* (New York, Appleton, 1925).

⁹ *The Coverley Papers from the "Spectator,"* edited by O. M. Myers (Oxford University Press, 1908), p. xiv.

¹⁰ The one may be traced in Arthur D. Innes, *England under the Tudors* (New York, Putnam, 1929) or in any such standard work; and the other in Lewis Einstein, *The Italian Renaissance in England* (New York, Columbia University Press, 1902). Volume III of the *Cambridge History of English Literature* is called "Renaissance and Reformation," without, of course, any sharp distinction in time.

who considered it the greater verse allegory of the two. Certainly, when it is read as "a study in spiritual dryness," *The Pearl* becomes a greater allegory than has been traditionally assumed.⁸ And many critics would aver that Spenser's work is great, not because of, but in spite of, its confused allegory.

"13. Sir Roger de Coverley is a character created by (1) Steele, (2) Swift, (3) Addison, (4) Pope." According to the key, the only "right" answer is Steele. It is true that Steele first sketched Sir Roger's character in *Spectator* No. 2, and he contributed some delightful essays concerning him; but Addison would be as "right" as Steele in answer to the question. In fact, O. M. Myers says, "Sir Roger belongs to Addison."⁹ Certainly Addison wrote the most beloved of the de Coverley essays, and it is no mere opinion that he rounded out and developed the character first sketched by Steele. The student with more than casual knowledge would hesitate when confronted with the question. He would ask, "What does 'create' mean? Are not Steele and Addison joint parents of the humorous knight—the one begetting him, the other bringing him forth?"

"14. The sonnet was introduced into England at the time of (1) the Norman Conquest, (2) the Renaissance, (3) the Reformation, (4) the Middle Ages." In English history the time of the Reformation and the time of the Renaissance are so greatly overlapping as to be one and the same time as far as this question is concerned.¹⁰ It was during the time of Henry VIII that Sir Thomas Wyatt and the Earl of

Surrey introduced the sonnet, for which service they are granted places of some importance in any study of the Renaissance; and it was certainly during the time of Henry VIII that some of the most important chapters in the Reformation were written. The student who has dangerously "little learning" will respond, without question, "Renaissance"; and such is the desired response. He who has drunk only a little more deeply will hesitate, realizing that either of two answers would be right — and he would wonder whether there isn't some catch to the question.

"15. The Elizabethan interest in the state is first illustrated by (1) *Novum Organum*, (2) *Utopia*, (3) *Book of Martyrs*, (4) *Arcadia*." Perhaps this is the most puzzling question of them all. No response would strictly be true, though *Utopia* is "correct," according to the key. "Elizabethan interest" must mean the interest of those living during the reign of Queen Elizabeth, i.e., 1558–1603. Sir Thomas More's *Utopia* was first published (in Latin) in 1516. Sixteen years after the author's death, the first English translation was published; but even that was seven years prior to Elizabeth's coming to the throne. More's *Utopia* cannot, therefore, illustrate the Elizabethan interest in the state. Realizing this, the student would puzzle his head trying to recall something from John Foxe's *Acts and Monuments* or Sidney's *Arcadia* that might somehow show Elizabethan interest in the state, and he would puzzle quite in vain.

"17. Pope wrote in (1) blank verse, (2) heroic couplet, (3) Spenserian stanza, (4) quatrains." The

best answer to this bad question is, of course, "heroic couplet," for Pope composed most characteristically in this metrical form. But he also wrote quatrains, as those in his "Ode on Solitude," "On a Certain Lady in Court," and some dozen other compositions; and among his imitations of English poets (1727), one finds Spenserian stanzas entitled "The Alley." I have had sophomore students who would have remembered the quatrains.

"20. The man who was the most complete embodiment of Elizabethan grace and courtesy was (1) Sir Philip Sidney, (2) Lord Chesterfield, (3) Spenser, (4) Leicester." We shall rule out Chesterfield as, of course, an impossible response. But the choice from among the remaining three is a matter of opinion, not of fact. The desired response is Sidney. The opinion of most scholars would be that he represents most perfectly the flowering of the Renaissance.¹¹ But something of a case could be made out for Spenser by the student who has caught the glory of his romantic epic. Even the Earl of Leicester must have embodied, in addition to his designing statecraft and suspected villainy, the grace and courtesy apparently characteristic of the period. At least some of his contemporaries thought so. Spenser in creating Prince Arthur (whose particular virtue, magnificence, embodied all virtues) is generally believed to have had Leicester in mind.¹² And the sophomore

¹¹ See Sidney Lee, *Great Englishmen of the Sixteenth Century* (New York, Scribners, 1904), which contains significant biographical studies of both Sidney and Spenser.

¹² Edmund Spenser, *The Faerie Queene*,

who has studied the passage describing Arthur's meeting with Una, and who has noted the "lovely court" with which he entertains her, might well believe that Leicester best embodied Elizabethan grace and courtesy.

"21. The man who built the first theater in London was (1) Burbage" Yes. But which Burbage? When the test was made, was old James Burbage, "the first builder of playhouses," carefully distinguished from his two sons, Cuthbert and Richard, who, with their father, were also theater builders and owners?¹³ The only Burbage whom some sophomores know is Richard, and him they know primarily as the tragic actor. If they gave the Burbage response, they would mean Richard Burbage and would be dead wrong, though their response would apparently be correct. The test should therefore read "(1) James Burbage."

"22. The man who invented an influential prose style was (1) Malory, (2) Caxton, (3) Spenser, (4) Lyly." Here the response again de-

Book I, canto vii, stanzas 29 ff. Lilian Winstanley is one of those who believe that Arthur is meant to be Leicester (see her edition of Book I, Cambridge University Press, 1915, pp. x ff. and p. 260). The *Dictionary of National Biography* life of Leicester is by Sidney Lee.

¹³ Joseph Q. Adams, *Shakespearean Playhouses* (Boston, Houghton Mifflin, 1917), pp. 28, 54, 57, etc.

¹⁴ R. Warwick Bond, editor, *The Complete Works of John Lyly* (Oxford University Press, 1902), I, 145.

¹⁵ Alice Greenwood, in *Cambridge History of English Literature*, II, 383.

¹⁶ "The Elizabethan Sonnet" in *Cambridge History of English Literature*, III, 291. Lee believes that Sidney's sonnets were written within the years 1580-1584 (*C.H.E.L.*, III, 289).

pends not upon knowledge of fact but upon knowledge of traditional opinion. What exactly is meant by "influential"? The word has been widely used in literary history—misused too. The desired response to the question is Lyly, and with this judgment most scholars would agree. The definitive editor of *Euphuism* says that Lyly took "the first momentous step in the development of English prose, by obeying a rule of design and aiming at elegance and precision of form."¹⁴ Even the sophomore is conscious that Euphuism was taken up by a goodly number of imitators—men influenced by Lyly's prose style. But could not the thoughtful student make out a fair case for Malory? *Le Morte Darthur* was widely read and appeared in many editions. Of the style, Miss Greenwood says, "A transparent clarity is of its essence." It was "too straightforward to be archaic," and "idiomatic with a suavity denied to Caxton." Malory is one of the three prose writers of the fifteenth century, in this same critic's opinion, to whom "Tudor prose owes its foundation."¹⁵ The student might find pleasure in Malory and pain in Lyly. Agreeing with Miss Greenwood, he might call Malory's prose style influential.

"26. The first sonnet sequence in English was written by (1) Shakespeare, (2) Spenser, (3) Sidney, (4) Drayton." The answer is expected to be Sidney; and a recognized authority on the Elizabethan sonnet, Sir Sidney Lee, writes, "It was, indeed, with the posthumous publication of Sidney's sonnet-sequence, *Astrophel and Stella*, in 1591, that a sonneteering rage began in Elizabethan England."¹⁶

This expected response would find wide favor, but it is only relatively true, for something of a case could be made out for Spenser. The *Amoretti*, Spenser's well-known sequence, appeared in 1595; but Spenser had written earlier sonnets—two short sequences of a kind, drawn directly from the French of duBellay and Marot. It is for this youthful work, contributed as early as 1569 to *A Theatre for Worldlings* (and later reprinted in Spenser's *Complaints*), that Lee calls Spenser "the virtual father of the Elizabethan sonnet."¹⁷ The sophomore who had prepared a careful report on the Elizabethan sonnet would give the "wrong" answer.

"27. Horton was a (1) writer, (2) character in a play, (3) actor, (4) place." The desired best-answer is "place." It is true that Horton *was* and *is* a parish and village in Buckinghamshire, of interest to the student of Milton. But it is equally true that Edward Everett Horton *was* and *is* an actor, a comedian of no mean ability who has appeared for some fifteen years on stage and screen. The sophomore might prefer the comedian.

Twelve of the thirty items in Exercise I of the Stanford test have been passed in review, and have been found faulty in one way or another. Other exercises in the same test contain similar errors in scholarship. For instance, Exercise II, made up of true and false statements, contains this one: "8. The metrical form of *Beowulf* is based on alliteration." This "true" state-

ment is false because it is only half true. Old English verse was based, not only on alliteration, but upon four stresses plus alliteration. Gummere writes that the *Beowulf* "rhythm holds to that four-stressed verse with initial rimes [alliteration] which dominates all Anglo-Saxon poetry."¹⁸ Numerous scholarly works accept this truism. And again in Exercise IV, the student is supposed to match up titles of dramas and novels with a list of types of the drama and of the novel. All would be well were not the categories somewhat overlapping and were not literary classification a matter of critical judgment. The student who had merely *read about* the novels might not have much trouble; the student who had actually *read* some of them thoughtfully would be confused. *Robinson Crusoe*, for instance, is a "novel written in the first person"; but so is *Moll Flanders*, and so is *Pamela* in a different way. Four of the novels listed are more or less picaresque—yet the key only allows one; two are novels of the sea; two are novels of manners; two are sentimental novels; at least two are didactic; and so it goes, almost every novel having characteristics of two or more of the types. The poor student is expected to pick one and only one novel "that fits each description or characterization." And he must pick what the contrivers of the test consider the right one.

THE SHEPHERD TEST

So much for the Stanford test. Our examination of the "Shepherd English Test" will be somewhat briefer, for perhaps it is the less

¹⁷ C.H.E.L., III, 284-85.

¹⁸ F. B. Gummere, *The Oldest English Epic* (New York, Macmillan, 1909), p. 16.

faulty of the two. Though there are bad questions in its portions devoted to testing ability to read, to spell and understand words, and to recognize correct grammatical constructions, we shall devote ourselves to "Test 3. Literature," nine of whose forty-four items are somewhat faulty.

"22. Choose one to help you write an oration on the Constitution: (1) Daniel Webster, (2) John Winthrop, (3) Cornwallis, (4) Walt Whitman." First, I object to this question because its implication is immoral. If assigned the task of writing an oration on the Constitution, the student should ask *no one* for help. There has been so much teacher-work foisted off upon the unsuspecting public as student-work in one kind of exhibition and another, that perhaps my objection here appears naïve. But to ask a student this question is to countenance one of the prevalent forms of academic cheating. Secondly, I object to the question because it is indirect. The contriver of the test expects an answer, not to what he asks, but to the question: Which of these men delivered patriotic orations during the formative period of the United States? The rope-jumper will give the response that's *wanted*; the honest student will do something else. For, thirdly, I object to the question because any one of three answers is equally tenable. Winthrop, who lived before the framing of the Constitution, might be ruled out. Any one of the other three—Webster, Cornwallis, Whitman—could help the student, though the resultant orations would be far different in point of view. But no one of the three men would know anything of the Constitution

as it is today with its accretion of amendments and traditions. And, lastly, I consider the question thoroughly worthless. For of what value is it to the examiner to know *what* the student would choose in this instance?

Four other questions in the test are built upon the same plan. "17. Choose one to hike with you in the woods: (1) Bancroft, (2) Thoreau, (3) Carlyle, (4) Ferber." To this inane question, I add another: "19. Choose one to describe the gold rush in California: (1) Byrd, (2) Lowell, (3) Ruskin, (4) Bret Harte." And yet another: "23. Choose one to give an idea of the Kentucky blue grass region: (1) James Lane Allen, (2) Poe, (3) Carl Sandburg, (4) Lew Wallace." And finally: "35. Choose one to help you prepare a report on the short story: (1) Edgar Allan Poe, (2) Franklin, (3) Daniel Webster, (4) Lowell." To these four questions my objection is the same as to that one discussed in the preceding paragraph. They are indirect; the student is expected to answer, not the question given, but the question that he imagines the examiner meant to ask. Almost any one of the responses is as tenable as another, for the response will be a matter of taste or personal preference. One of the questions, the last, again countenances student cheating, to which I boldly object. And they are all hopelessly inane when considered as rational queries put to rational beings.

Several other questions require a word: "6. The theme of *Macbeth* is (1) ambition, (2) gratitude, (3) love, (4) revenge." It is not a *fact* that the theme of *Macbeth* is ambition; it is a deduction in critical

interpretation, in this case a time-honored and conventional one. Yet there are a number of critics who read into Shakespeare's tragedy—or out of it—something different. Professor Campbell says, "It is usual to refer to *Macbeth* as a tragedy of ambition, and with certain justification" But she believes that "The play is really a study in fear."¹⁹ Following her minute analysis, she concludes, "*Macbeth* is a study in the complementary pair of passions of rash courage and fear." Another contemporary critic, who interprets Shakespeare's dramas in an entirely different fashion, writes that "*Macbeth* is a desolate and dark universe where all is befogged, baffled, constricted by Evil."²⁰ And he concludes his analysis by saying, "*Macbeth* is the Apocalypse of Evil." With two such recent interpretations quite different from the traditional one—and with interpretation so much a subjective matter—how dare the examiner insist that the student sum up *Macbeth* in one word—and that word the examiner's!

But let us move on to another one or two items. "7. Stratford-on-Avon is (1) a famous burying ground, (2) birthplace of Scott, (3) hunting ground of Robin Hood, (4) home of Shakespeare." The student is expected to associate Stratford and Shakespeare. But Stratford is the famous burial place of Shakespeare; it also *was* his home

in his youth and in his retirement. To imply that London was not his home during the important years of his life is to quibble. The questioner really wants to know where Shakespeare was born and raised, and where he died. "37. The Age of Queen Elizabeth is most noted for (1) epics, (2) narrative poems, (3) elegies, (4) drama." It is a fact that the Elizabethan Age is most noted for the dramas of Shakespeare; but the implication in the "drama" response is that Elizabethan drama as a whole is greater than Elizabethan poetry as a whole. Such would be a not uncommon opinion; yet it would not be a fact. Leaving out Spenser's epic and Shakespeare's dramas, is it not true that as many people have read Drayton's and Daniel's epics as have read Greene's and Peele's dramas?

Two other errors of a different kind are to be noted in "The Shepherd English Test." First, the titles of literary works are neither set off by quotation marks nor italicized. The first statement—Tom Sawyer was written by Mark Twain [I omit my own quotation marks intentionally]—must be read twice to clarify the fact that *Tom Sawyer* is not the name of a person or character but the title of a book. Second, number 34 reads thus: "American colonial literature was chiefly (1) romantic, (2) comedy, (3) religious, (4) political." The four words, presumably parallel complements, are not all predicate adjectives, "comedy" being a noun. The question is as illogical as this one: Is Nazimova an actress, a dancer, or beautiful? Such unscholarly inaccuracies as these muddy the waters of the test as a whole.

¹⁹ Lily B. Campbell, *Shakespeare's Tragic Heroes: Slaves of Passion* (Cambridge University Press, 1930), p. 208.

²⁰ G. Wilson Knight, *The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies* (Oxford University Press, 1930), p. 155.

Hamlet would say of these two standardized English tests,

...the dram of eale
Doth all the noble substance of a doubt,
To his own scandal.

Certainly all the noble substance of these examinations is degraded in reputation by the dram of evil which we have found; and they should not be further used until they have been carefully revised. But the purpose of this paper is not primarily to point out flaws in work which has been usefully undertaken and sincerely pursued. My purpose is rather to posit two or three conclusions to which I have come:

I. "Accuracy in scholarship" must be recognized as equal in importance to educational "validity" and "reliability" in the composition of a standardized test.

II. This "accuracy in scholarship" must be brought to standardized tests by scholars competent in the field of the test.

III. Competent scholars in the several fields of knowledge should interest themselves in condemning unsound scholarship to be found in the standardized tests in their fields; and they should co-operate with educational experts in devising more satisfactory tests.

And if the truth of these statements has long been widely recognized, then my reply is that the two tests herein examined show clearly that these recognized truths have been ignored.

THE PLAYBILL

The Playbill is the title of the 83-page annual publication of Delta Psi Omega, the national junior college honor society in dramatics. Dr.

Paul F. Opp, Fairmont, West Virginia, is editor. The contents include the Grand Director's Annual Greetings, by Irene Childrey Hoch, Modesto Junior College, California; Pasadena One-Act Play Tournament, by Esther C. Litchfield; The Collapse of the Drama, by Ellwood Peters; Students as Directors, by Henry Kivlahan; The "No-Script" Rehearsal, by Earl W. Blank; Texas Dramatic Tournaments, by Yetta Mitchell; Using a Rehearsal Schedule in a Study of Play Production, by Paul F. Opp; Student Directors, by Tempe E. Allison; Dramatics in the Southwest, by Del Ward; and reports of dramatic activities at Mars Hill College, Lamar College, Modesto Junior College, Pasadena Junior College, Salem College, Hillman College, Marion College, Inter-mont College, University of Idaho (Southern Branch), Westminster College, Blackstone College, Eveleth Junior College, Southern State Normal School, Albion State Normal, Elkader Junior College, Eastern Montana Normal School, Bakersfield Junior College, Alderson-Broadbush College, Burlington Junior College, San Bernardino Valley Junior College, Hibbing Junior College, Montana State Normal School, Oneonta State Normal School, Lewiston State Normal, Ellsworth Junior College, Santa Rosa Junior College, Paris Junior College, Muskegon Junior College, Fullerton Junior College, North Dakota School of Forestry, Mason City Junior College, Rochester Junior College, and Marshalltown Junior College. The chapter roll contains the names of eighty-six institutions of junior college grade, the first organized being at Modesto Junior College, California.

Unsound Scholarship: In Reply

I

With the fundamental conclusion of the author of the preceding article that soundness of scholarship is essential there can be no serious disagreement. It is possible that "soundness of scholarship," however, may not have exactly the same significance for the graduate specialist or the university scholar that it does for the student in a general survey course at the junior college level. The latter is concerned primarily with a general view of the landscape, the former more with a microscopic examination of details. A test could be constructed to measure either objective, but the two tests would be somewhat different. The Stanford English Test for Junior Colleges was planned to measure the content of a general survey course in English literature, not that of a university course dealing minutely with the Renaissance or any other particular period from a specialist's viewpoint. Accuracy of scholarship is not absolute, but relative and progressive.

Dr. Cooper's criticism of the Stanford test is therefore, in part, a criticism of the content of the junior college sophomore course in English literature. The longer one teaches in the junior college, the more fully he realizes that there are many things he cannot do. The offerings of necessity are limited. In most institutions the study of literature is restricted to the one course, the Survey of English Literature. Only one who has taught

it can fully realize how inviting, how stimulating, and yet how disappointing is the direction of such a survey course. The average sophomore is usually a most unsuitable recipient of meticulously exact information. With more than a thousand years of literary history to trace, he has little time to loiter by the wayside, attractive as by-paths may be. The sophomore course is exactly what the name indicates: a general survey. It must include every period, every movement, every major name. To such a course comes the student who knows practically nothing of literature. If he is to retain the main facts, to say nothing of understanding their implications, he must not be burdened with too much detailed information, no matter how "correct" it may be. There is time enough for intensive study later in university courses, if he ever reaches them, when he has the foundation of general knowledge upon which to build. "Superficial knowledge" in a certain sense is an inevitable result of a survey course. "More exact knowledge" can come with concentration. Yet there are many who believe that a survey course has great value, not only as preparation for the comparatively few who will later take advanced courses in English literature, but for the thousands of junior college students whose opportunity for such study will end with the sophomore year.

We who are teachers of English realize fully that our subject cannot be measured, completely and

fairly, by objective tests. Yet they have their place. In our own teaching we have employed such tests for years, yet never, if memory is not at fault, have we ever agreed completely with any key that has been furnished. We have not, however, condemned the test. Even with tests of punctuation and grammar—subjects as nearly rigid as anything in the field of English—we have taken exception in some measure to the scoring and found our interpretation upheld by some authorities, condemned by others. Literature, needless to say, is much less exact than punctuation or grammar. Nevertheless we make, we use, and we shall continue to use objective tests. With all their faults we still feel that they are exceedingly useful tools for the junior college instructor to work with.

As a matter of fact the use of a key, certainly the slavish following of one, is not at all necessary for the competent teacher. If tests are to be used primarily to compare different schools—the survey purpose (their least valuable function in our judgment)—then keys must be followed somewhat uniformly. If, however, they are to be used locally for diagnostic and instructional purposes, then the instructor should feel free to modify them to fit his own knowledge, teaching methods, and classroom emphasis. We encourage our students (Dr. Cooper's student "who has drunk only a little more deeply" included) to write explanatory notes or qualifications in the margin of test papers used for such purposes if they are not satisfied with the phrasing of a question. This gives the exceptional student, for whose unusual

knowledge Dr. Cooper seems to be chiefly concerned, ample opportunity to express and to protect himself. We have frequently marked such a student "correct" even if not in accordance with the key. Such marking is entirely justified; for it would be most unfortunate if a so-called standard test were a rigid crutch from which a lame instructor dare not depart or vary for an instant. If it is a convenient tool which has been carefully constructed to aid him and which he may modify or adjust to suit his own classroom conditions, then it may be of great value to him. If questions concerning whose answers there is room for difference of opinion are made the subject of classroom discussion, the test takes on additional value as an instructional tool.

There appears to be a fundamental fallacy which weakens, if indeed it does not vitiate, the major part of the detailed criticisms made by Dr. Cooper. He seems to have ignored the carefully printed instructions for Test I, to which he devotes the major part of his criticism. These say "Write the number of the *best* answer." Nowhere is it stated or implied that this is the only possible answer, that it is guaranteed to be "correct" beyond the shadow of a doubt in the minds of every English instructor and research scholar. He refers repeatedly to the "correct" answer, although the key makes no claim to have furnished it. It asks for the *best* of four suggested answers. This is an important distinction. A test in elementary history may ask for the best answer to the following: America was discovered in (1) 1492, (2) 1607, (3) 1776, (4) 1812.

In this case 1492 is the best answer, and the desirable one for the elementary pupil, even though it may not be "correct" to the research scholar, more concerned with the fascinating investigation of the evidences of Norse discoveries centuries earlier.

Many standard tests, especially at the college level, have been criticized, and properly so, because they were primarily factual. We tried to include in the Stanford test numerous matters of judgment, of evaluation, of influence. It cannot be proved rigorously that a particular man or movement was most significant or influential but the consensus may be strongly in that direction, and this, in our opinion, is significant information for a junior college student at this stage of his education to acquire. This is the type of question, however, that Dr. Cooper criticizes most vigorously. Our protection and justification against such criticism lie in the specific instructions to give the *best* answer, not the *only possible correct* one—universally agreed upon by every English specialist and research scholar. Such a rigorous requirement would restrict the significance and value of the test beyond all reason. A few extracts from Dr. Cooper's critical examination will illustrate the point. (The italics are not in the original.)

Question 12. "The 'correct' answer is the last named, but it is not a *fact* that Spenser's romantic epic is the greatest verse allegory in the language, *though such is* the opinion held by many scholars."

Question 13. "According to the key, the only 'right' answer is Steele." [No such claim is made,

only that it is the *best*.] "It is no mere opinion that he [Addison] rounded out and developed the character *first sketched* by Steele."

Question 17. "The best answer to this bad question is of course 'heroic couplet.'" [That is all that the key claims to give—the best answer. Whether or not it is inherently bad in another consideration.]

Question 20. "The choice is . . . a matter of opinion, not of fact." [That was exactly what was asked for!] "The opinion of *most scholars* would be that he represents *most perfectly* the flowering of the Renaissance."

Question 21. Burbage is apparently the best answer, even if his first name was not given. Similarly a question regarding Washington, Jefferson, Lincoln, and McKinley might be criticized because the student in reading it might call to mind Booker T. Washington instead of the Father of His Country.

Question 22. "Here the response again depends not upon a knowledge of fact, but upon knowledge of traditional opinion." [Should not a student in a general survey course be familiar with such "traditional opinion"? The writer goes on:] "The desired response to the question is Lyly, and with this judgment *most scholars would agree*."

Other illustrations could be given, if space permitted, but the foregoing are sufficient to establish the point.

In spite of Dr. Cooper's statement that he is not impugning the validity and reliability of the test as a whole, his detailed criticisms actually have to do with its validity, namely, the extent to which it

measures what it purports to measure—in this case the junior college student's knowledge of a survey course in English literature. This suggests that we say a word regarding the construction and validation of the test. The questions were originally selected by a group of junior college instructors thoroughly familiar with the general survey course. A preliminary form was printed and given to some eight hundred students in eleven different junior colleges. The instructors in each institution were asked for criticisms and constructive suggestions. Marginal comments by students were carefully studied. The test was also critically studied and approved by a university professor of English. The results of the preliminary testing were used, by extensive and detailed statistical procedures as outlined in the Manual, to measure and validate each item in the test separately. Items not meeting the rigorous statistical standards established were thrown out. Each item in the final test was found to agree, within safe probable error limits, with the instruction in English as actually given in the junior colleges. If there were as many "bad" items in the final form as Dr. Cooper's opinion would indicate, some of them would certainly have been discovered by this process and shown to be invalid. This was not the case. Two tests in other fields were planned by two of the undersigned, and similar preliminary validation undertaken. Because these did not meet the rigorous standards set up, they were never published. Only the English test survived the validity tests imposed. We do not claim perfection for it. Neither do we feel that it is

quite as bad as Dr. Cooper's article would indicate.

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II

The author of the Shepherd English Test joins the authors of the Stanford test in agreeing with Dr. Cooper on the necessity for soundness of scholarship in the preparation of English tests, but he would go farther and insist that criticism of tests be likewise guided by the same rigid requirements of sound scholarship. Dr. Cooper has taken the unusual liberty of advising the public against the use of these tests, though his "conclusions" were admittedly drawn after only cursory examination and his "evidence" provides no scientific support.

The article in question carries the following sentence: "Glancing over two recent tests in English . . . I have found fresh evidence for this belief that many of the new-type examinations measure something quite different from what they are designed to measure." The "evidence" submitted in the article is purely subjective. Obviously, what we have is Dr. Cooper's "opinion" but we fail to find any "evidence." He continues: "I have come to the conclusion that the student who has a fair bit of textbook learning, but also a keen eye for rope jumping, will do much better than the student who has a wider and more exact knowledge,

but also a disturbing loyalty to honest opinion and truth." Here again Dr. Cooper exposes himself to severe criticism for his failure to submit, or even to claim to have, any definite, scientific basis for his conclusion.

One wonders if there are not "rope jumpers" among the critics of tests as well as among the poor students who must take tests, for the good doctor makes a high jump when he asks us to accept the following conclusion without a shred of supporting evidence: "In like manner many junior college students . . . attain their ends by displaying a skill utterly alien to real scholarship—the knack of passing tests." Those who are striving to raise standards of scholarship through the use of tests are entitled to, and would welcome, an accurate, statistical display of the evidence supporting this strong and dogmatic statement, if there be any.

The prize statement, however, in Dr. Cooper's article is the following: "If the purpose of these tests is to measure the height to which rope-dancers can jump—if their purpose is to measure the half-truth apparently promulgated by faulty elementary texts and perhaps by inadequately trained instructors—then they may be both valid and reliable." In this statement Dr. Cooper clearly places the fault, not upon test makers whom he clearly exonerates, but upon the authors of elementary textbooks, many of them English scholars of note, and upon high-school and junior college instructors practically all of whom have sat at the feet of reputable English scholars in the pursuance of their college

majors and advanced degrees. Dr. Cooper's charge, then, must be not against the tests nor their makers, but against his co-workers in the field of English.

The Shepherd English Test was designed and prepared for a very definite use; namely, that of effecting a rough spread of distribution of the scores made by college entrants and high-school seniors, these scores to be used by English instructors and school administrators for purposes of diagnosis and classification and for comparing one school with another. It has a high reliability and its validity is frankly concerned with the accuracy with which it measures the student's familiarity with the high-school course of study. This course could, obviously, have no such boundaries of scholarship as those indicated by Dr. Cooper's article. The test in literature discussed in his article is a sampling test designed to measure roughly such familiarity with the general field of literature as high-school pupils are supposed to obtain from the necessarily hasty and superficial survey made in high-school courses.¹

The first of Dr. Cooper's specific criticisms in connection with the Shepherd English Test represents well the length to which critics go when once they embark on a riot of criticism. The statement of the question is: "22. Choose one to help you write an oration on the Con-

¹ See Teacher's Manual, Shepherd English Test, published by Houghton Mifflin Company; also *Lifting a State Out of the Mire of Wretched English; Report by High Schools of the Oklahoma College Freshman Placement Test Results for 1928, 1929, 1930, 1931, and 1932*, both by J. W. Shepherd and published by the University of Oklahoma.

stitution: (1) Daniel Webster, (2) John Winthrop, (3) Cornwallis, (4) Walt Whitman." Dr. Cooper declares the implication in the question to be immoral because, he says, "The student should ask *no one* for help." His implication is that the high-school student, writing an oration on the Constitution, should sit down at his desk with pen in hand and out of the wealth of his youthful wisdom and experience create, *de novo*, a worthy example of scholarship and oratory. He implies that there must be no research among books and magazines; no stimulating conversations with friends, teachers, or others particularly informed. To call this academic cheating is taking us far afield from sane logic.

As a matter of fact this question, suggested by a junior college dean, head of the English Department, is cleverly stated. Its indirectness is a part of its cleverness. Not only must the student have familiarity with the facts concerning the lives of the men mentioned but certain adjustments must be made between these facts and the task of preparing an oration on the Constitution. The question tests not only the pupil's knowledge but, in some measure, his ability to evaluate and use this knowledge. The form of the question, in a measure at least, protects it from Dr. Cooper's "rope jumpers." To say that any one of three answers is equally tenable is an inane criticism. The high-school student who would choose Cornwallis or Walt Whitman over Webster would either show ignorance of the matters involved in the question or an inability or unwillingness to make proper adjustments in his own mind toward these same

matters; either of which would set him outside the range of normal, well-informed students.

To his criticism of four other questions similarly stated, no further response need be made except to say that their meaning is perfectly clear to the well-informed high-school student and that they do what they were intended to do; namely, set aside those who are well informed from those less well informed.

Again Dr. Cooper illustrates to what length zealous critics are willing to go when he admits in the discussion of the question dealing with the theme of *Macbeth* that the answer, "ambition," is, after all, "a time-honored and conventional one." Why he should expect high-school students to be familiar with the fine points of higher criticism of English scholars is beyond comprehension. He is even more far-fetched when he criticizes the question dealing with the Elizabethan Age. He even admits in this case that the answer expected, "drama," is correct. But why must one agree that there is any such implication concerning Elizabethan poetry in the question as Dr. Cooper makes?

In Dr. Cooper's last criticism of the Shepherd test questions he says "The four words [romantic, comedy, religious, and political], presumably parallel complements, are not all predicate adjectives." Any well-prepared grade-school student would know that three of them are adjectives and one is a noun. Any of the four, however, grammatically and accurately completes the question. There is no chance for misunderstanding. Dr. Cooper has no right to call such use of words "scholarly inaccuracy."

Dr. Cooper closes his criticism of the two tests with three conclusions which he really admits may not be new but may have "long been recognized." His closing statement, that the two tests in question show that these "recognized truths have been ignored," is not in keeping with the facts; for the advice and co-operation of "scholars competent in the field of the test" were sought and secured in their preparation.

The kernel of the whole matter (on which we all agree) is found in the third and final conclusion of Dr. Cooper's article when he says "competent scholars . . . should co-operate with educational experts in devising more satisfactory tests." In the meantime members of the teaching profession may use either of these tests, and others like them, with the full assurance that such measuring devices can, in spite of their admitted shortcomings, be of great service to the profession when properly and understandingly used.

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MOST IMPORTANT READJUSTMENT

President Hoover's Committee on Recent Social Trends in commenting on recent changes in education made the following observation concerning the college:

A college education is no longer thought of as a rare opportunity open

only to students of distinctly intellectual tastes. Many young men who intend to enter business are in college; many young women who have no vocational expectations whatsoever are also in college. For a very large fraction of the population a college education is regarded as a natural sequel to secondary education. The colleges have responded to this new view of the meaning of college education and are offering courses in practical subjects which were not regarded as academic subjects in the nineteenth century. . . . The great variety of student interests and purposes which are served by American colleges has resulted in the appearance of a number of different types of institutions of college rank. The particular institution which is likely to produce the most important readjustment in the whole educational system is the junior college.

STANDING COMMITTEES PROVIDED

The Southern California Junior College Association has approved the plan of the establishment of three standing committees of the Association for the more aggressive promotion of certain lines of activity. One of these will be a committee on Maintenance and Legislation, with Dr. Nicholas Ricciardi, of San Bernardino Valley Junior College, as chairman. Another will be a committee on Publicity and Public Relations, with F. C. Fullenwider, of Riverside Junior College, as chairman. The third will be a committee on Educational Research and Policy, temporarily under the chairmanship of Dr. J. B. Griffing, president of the Southern California Association.

Single-Unit Courses in Orientation

J. W. McDANIEL AND WM. VAN V. EWERT*

Bakersfield Junior College has been experimenting with orientation courses for the past three years. The stimulus for this experimentation has been the general observation, noted by educators everywhere, that students need more direct guidance in their personal and intellectual development than their specific courses afford. The further observation that the popular two- and four-unit courses demand so much student time has led to the development of a series of single-unit courses. The uniqueness of this feature of our courses is the reason for this brief description of their organization.

The courses offered are listed in the catalogue of the College as follows: Orientation 1A, Educational and Vocational Guidance; Orientation 1B, American Social Problems; Orientation 2A, American Political Ideals and Institutions; and Orientation 2B, Scientific Ways of Viewing the World.

Each of these is a lecture course meeting one hour a week for one semester and offering one unit of

college credit. They are required of all regular students and are taken in the order listed. The specific aims, content, and method of each of these courses follow.

Educational and vocational guidance.—This course is designed to be of positive value to entering junior college students in the solution of certain practical problems which confront them. It has three aims: to provide the information and the practice for improving study habits; to develop a consciousness of the objectives of college education; and to stimulate an inquiring attitude toward vocations and vocational aptitudes.

The lectures are of three general types. A series of six or seven lectures deals with study problems and study techniques. Each of these lectures is supplemented by outside assignments designed to illustrate study skills. There follows a series of six lectures on recreative and cultural goals of junior college education, including such titles as "The Historical Development of Values," "The Marks of College Men and Women," "The Worthy Use of Leisure," and "The Recreative Possibilities of Sports." A concluding series has to do with bases for choosing a vocation. These are supplemented by the use of a battery of aptitude tests.¹ An assignment calling for the investigation of two or more vocations, according to a job analysis questionnaire, is also used.

The sexes are separated for the

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¹In 1931-32 the following tests were used: The Strong Vocational Interest Blank, the Stenquist Mechanical Aptitude Tests, the McHale Vocational Interest Test for College Women, and the Bernreuter Personality Inventory. The American Council Psychological Examination and the Iowa High School Content Test are also used, but not with particular reference to this course.

last series of lectures and problems. The class instructor gives all of the lectures for the men, while several women members of the faculty collaborate in presenting material for the women.

American social problems.—In viewing the social scene an undistorted perspective seems not merely wholesomely heuristic but socially essential. Accordingly, through directed consideration of certain social problems, this course seeks to stimulate social consciousness and to foster the practice of objective observation and appraisal.

The first three lectures are devoted to a somewhat theoretical inquiry into the difference between prejudice and dependable judgment. Attention is given to processes of thought and to logical distinctions. The remaining lectures, some fifteen in number, are given over to the more practical task of demonstrating the manner in which reflective thinking may profitably be done in the field of public affairs. In this latter connection imperialism, education, racial hatred, prohibition, and ethics in public life are considered.

In addition to the systematic keeping of lecture notes, the students are expected to satisfy reading assignments which are to be found in certain well-known orientation texts.² Five-minute tests, of

the true-false or completion variety, serve as checks upon this reading, and are anticipatory to the class discussions of the topics with which they deal. Students giving early evidence of failure to meet the requirements are assigned to an additional class hour per week, and from this they are not excused until their work justifies the assumption that progress will be fairly assured in the future. The social science faculty and the administrative officers of the College collaborate in the giving of the course.

American political ideals and institutions.—The principal intent of this course is encouragement of familiarity with the machinery of government, but considerable stress is also placed upon the interdependence of national ideals and public institutions. Toward these ends are bent both the lecture sequence and the topic treatment.

The eighteen lectures constituting the course fall under the following heads: constitutional government, federal government, the independent executive, democratic government, the independent judiciary, and government in a capitalistic society. Although this course primarily concerns itself with governmental structure, an attempt is made to make the instruction consequential through the use of illustrative material drawn from the field of governmental policy.

Except for the required reading of a single text,³ the administrative features of this course are identical with the one immediately preceding.

Scientific ways of viewing the world.—This series of lectures is more directly cultural and individual than any of the preceding courses. It seeks to enrich the pri-

² E. L. Clarke, *Art of Straight Thinking* (D. Appleton & Company, Boston, 1929); Columbia Associates in Philosophy, *Introduction to Reflective Thinking* (Houghton Mifflin Company, Boston, 1923); H. Baker-Crothers and R. A. Hudnut, *Problems of Citizenship* (Henry Holt & Company, New York, 1929).

³ F. A. Ogg and P. O. Ray, *Essentials of American Government* (Century Company, New York, 1932).

vate experience of the students by encouraging the attitude of trying to understand realities. While the course has thus a philosophical aim, its method is chiefly a factual survey of the major conclusions of modern scholarship in several broad fields. It is hoped that this survey will lead to an interest in finding out the details in unfamiliar fields, as well as to an interest in synthesizing knowledge into a philosophy of the nature of things.

The lectures are organized as follows: Two lectures deal with the meaning and methods of a scientific approach to the physical world, followed by four lectures on the nature of the stellar universe, of the earth, of matter, and of energy. These last four lectures are given by instructors in the physical sciences, and deal directly with the subject-matter rather than with definitions and descriptions of the sciences. Then one lecture concerns itself with the new features of the scientific program in dealing with the living world, and is followed by four lectures on the nature and forms of life and on the nature of mind. Next in order comes a lecture on the scientific study of society, to be immediately followed by five lectures on the nature of social, political, economic, moral, and religious institutions that comprise and control society. In each of these fields, as in the more exact sciences, the purpose of the lecture is to explore the nature of the activity rather than to interpret its meaning or value. A final lecture entitled "A Summary View of the Scientific World Picture" has the indicated purpose of reviewing and synthesizing the findings of the survey.

As in the other orientation courses, the students are given mimeographed syllabi for each lecture, and some reference reading in each field is required. No single text that adequately meets the needs of the course has been found.

CONCLUSIONS

Although these courses have been offered in substantially the same form for three years, no really adequate means for evaluating their accomplishment is available.

Student attitude has become more favorable during each succeeding year, in spite of the fact that courses have remained requirements carried in addition to regular programs.

The instructors feel that the content of the courses supplies a needed viewpoint for junior college preparatory students as well as for terminal students.

The arrangement of one unit per semester admits a maximum orientation contact without disruption of the programs virtually imposed by the many requirements for admission to the upper divisions of the universities.

REGISTRAR'S CONVENTION

Sixty members of the Pacific Coast Association of Collegiate Registrars attended the eighth annual convention of the association held on November 13 and 14 at the Sacramento Junior College, Sacramento, California. The sessions were in charge of the president, Registrar Theron Clark, of the University of Southern California, and the secretary, Registrar Kenneth M. Kerans, of the Los Angeles Junior College.

Our Newest Educational Theater

TEMPE E. ALLISON*

The most interesting and significant movement in American education in the present century, in the opinion of President Ray Lyman Wilbur of Stanford University, is the junior college; the newest and most untrammelled of our educational theaters is the junior college theater.

Born out of the necessity of creating a collegiate unit fitted to the particular needs of American civilization and nurtured upon the freest of educational experimentation during the last three decades, the junior college has no hoary academic traditions to which it must bow in allegiance. It is free to strike out in any direction of growth which promises to open new avenues of individual and social development. Junior colleges everywhere have been quick to incorporate into their educational programs any institution rich in socializing tendencies and helpful in personality development. From the beginning, curriculum specialists have recognized the values of the genuine college theater.

The part which the educational theater assumes in two junior college curricula is especially important. In the general cultural curriculum defined by the recent report of the Carnegie Foundation for the Advancement of Teaching on "Higher Education in California" as

the curriculum for social intelligence, all the arts of the theater hold a particularly significant position. Courses in the drama have for the past ten years occupied conspicuous places in the offerings of the four hundred and fifty public and private junior colleges of the United States. Play interpretation and play production have been frequently offered.

A few institutions have developed a considerable amount of interest and activity in creative writing for the theater. Modesto Junior College (California) offers two classes in playwriting and has, every season for a number of years, presented five or six bills of one-act plays by college playwrights. From time to time the programs at San Bernardino Junior College have featured plays by student authors.

As the curriculum for social intelligence develops, it will necessarily include courses in the history of the theater as a social institution because no other development of a given society interprets so completely and so vividly the thinking and living of the age. Study of the literature of the theater and the interpretation of plays will assume larger significance than they now have. The media for spreading social understanding will come in for greater emphasis as the work of this particular curriculum takes on more definite shape. Through the imaginative stimulus of the theater, students will come to see the world

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through other people's eyes by taking on their characters.

Training for the creative use of leisure is an important function of this curriculum for social intelligence. Here again all the arts of the theater assume an important place, for scarcely any institution of society holds so completely within its compass all the values of the creative use of leisure. Play production encourages the co-operation of all types of individuals: the mechanic, the carpenter, the technician, the designer, the musician, the costumer, the actor, and the director. It offers the widest of social contacts. The common goal toward which all are bending challenges the interest and stimulates the imagination of each participant. Personal satisfaction in the final product of the communal effort is a large element in the production of any play. Few employments of leisure are so rich in emphasizing and enhancing the essential values of life and in preserving the adventure of living for all participants.

Already many of the junior colleges offer courses in the arts of the theater; many provide play workshops for practical application of the classroom theory. Increased attention to the problem of education for the creative use of leisure will enhance the significance of the college theater in the general curriculum.

The theater and its related arts are destined to play an important part in the development of another curriculum of the junior college: namely, its adult education program. Already, although the junior college movement is still in its youth (its greatest period of

growth has been the last decade), community service and adult education have been outstanding undertakings of a large number of the institutions. Play interpretation, creative writing, play production, and drama courses of various types attract large numbers of adults. In one instance, at least, an adult-education play production class has furnished the impetus for the organization of a community theater. Series of lectures on the history of the theater and lecture-readings of great plays are also popular offerings in adult-education programs. The play-reading series at San Bernardino Junior College has attracted as many as six hundred people for a single lecture. Increased leisure among adults demands enlarged adult educational programs. The educational theater, because of its rich opportunities for individual development and personal satisfaction, will assume an increasingly large place in the adult-education curriculum.

Far-seeing administrators of colleges and play directors who are educators as well as artists have combined to chart a course for this, our newest educational theater, which will make it one of the most potent factors in community life wherever a junior college exists. Yearly, thousands of students (the enrollment in the junior colleges of the nation in 1932 was approximately 100,000) participate directly in the creative functions of a college theater which holds to the highest ideals, and thousands more, through attendance at performances and lectures, are touched with the fire that illuminates human existence and awakens to the adventure of living.

"Ancient History"

ASSOCIATE IN ARTS

Considerations leading to the decision to confer the "title or degree of Associate" at the conclusion of the work in the Junior College of the University of Chicago are thus stated by President W. R. Harper, in his annual report for 1898-99:

Upon the recommendation of the Faculty of the Junior Colleges and of the Senate, and upon the approval of the University Congregation, the Trustees have voted to confer the title or degree of Associate upon those students who finish the work of the Junior Colleges. The action in the Faculty of the Junior Colleges and in the Senate was practically unanimous—the action in the Board of Trustees was entirely unanimous.

From the point of view of the student, the following considerations have had influence in determining this action: (1) the fact, very generally recognized, that no important step is taken at the end of the preparatory course. The work of the Freshman and Sophomore years in most colleges differs little in content and in method from that of the last year of the academy or high school—except that it is somewhat more advanced; but, on the other hand, (2) at the end of the Sophomore year a most important change occurs according to the organization of the larger number of institutions—for it is at this point that the student is given larger liberty of choice, and at the same time higher methods of instruction are employed. For the last two years of college work the university spirit and the university method prevail. A new era in the work of the student has begun. (3) It is evident that many students con-

tinue work in the Junior and Senior years of college life whose best interests would be served by withdrawal from college. Many continue to the end, not from choice, but rather from compulsion, because of the disgrace which may attend an unfinished course. If it were regarded as respectable to stop at the close of the Sophomore year, many would avail themselves of the opportunity. (4) Many students who might be courageous enough to undertake a two years' college course are not able, for the lack of funds or for other reasons, to see their way clear to enter upon a four years' course. (5) On the other hand, many students who are thus led to take the two years' course would be induced at the end of that time to continue to the end of the fourth year, and in this way many students of the very highest character, at all events, would be enabled to take the entire college course by whom, under the present arrangements, such a course would be regarded as impracticable.

From the point of view of the University, the following points have been considered: (1) Many academies are able to do, at least in part, the work of the Freshman and Sophomore years. The high schools in some states are ready to do such work, and in at least one state the university of the state recognizes the work of the Freshman year when performed in approved high schools. (2) It cannot be denied that, until young men or young women have shown some maturity of character, it is wise that they should not be sent very far away from home. If, now, the academies and high schools could so perfect their work that Freshman and Sophomore courses might be offered, many young people would be enabled to

pursue their education to at least this higher point. (3) A large number of so-called colleges, which have not sufficient endowment to enable them properly to do the work of the Junior and Senior years, should limit their work to that of the Freshman and Sophomore years. In many cases the officers of these colleges recognize most keenly that they are not doing justice to the students in the higher classes. In reality they are defrauding the students who pay their fees in lower classes in order to obtain a meager sum of money with which to provide an entirely inadequate course of instruction for the higher class of men. These institutions in many cases would be disposed to limit their work to the lower field, if it were made possible for them to do so. They find it necessary, however, to give a degree. If they could follow the example of a large institution and give an appropriate recognition of the work of the lower years, they would be ready to adopt such an arrangement. (4) It is a general law of educational work that in seeking a college, students rarely go farther away from home than a hundred miles. Ninety per cent of all the students in American colleges will be found in colleges which are within a hundred miles of home. If a fair proportion of these institutions were to limit themselves to the work of the Freshman and Sophomore years, at the end of this time the students who had finished this work and desired to continue would be compelled to go away from home to some distant institution, perhaps a large university, where library and laboratory facilities might be found which would make possible the doing of good work. If, on the one hand, the academies and high schools were elevated, and if, on the other hand, the scope of work done by many colleges were limited, and as a result institutions developed which would do that work thoroughly, there would come to be a recognized dis-

tinction between college and university which does not now exist.

In order, therefore, to encourage a movement in the direction thus mentioned, the proposed degree has been established. It is believed that the results will be fivefold: (1) Many students will find it convenient to give up college work at the end of the Sophomore year; (2) many students who would not otherwise do so, will undertake at least two years of college work; (3) the professional schools will be able to raise their standards for admission, and in any case many who desire a professional education will take the first two years of college work; (4) many academies and high schools will be encouraged to develop higher work; (5) many colleges which have not the means to do the work of the Junior and Senior years will be satisfied under this arrangement to do the lower work.¹

A 1912 REPORT

The junior college idea has gained ground, and several new organizations doing college work of the first two years have been created.—K. C. Babcock, chief of the Division of Higher Education, in *Report of the United States Commissioner of Education for 1912*, p. 83.

A 1913 JUDGMENT

The better work done by the junior colleges would, of course, make the larger colleges with their full courses of four years give more attention than they now do to their lower classes.—U.S. Commissioner of Education P. P. Claxton, in annual report for 1913.

¹ In *Decennial Publications of the University of Chicago*, Chicago, 1903, pp. xciv-xcvi.

The Junior College World

FEDERAL AID POSSIBLE

Dr. George F. Zook, United States Commissioner of Education, has announced the modification of the emergency educational program resulting from the establishment of the Civil Works Administration, and the opportunities for repairs, improvements, and extensions to educational buildings and grounds of public institutions of learning including junior colleges throughout the United States, under the Civil Works program.

Commissioner Zook reports that the latest authorization of Federal Emergency Relief Administrator Harry L. Hopkins makes it possible for Federal Civil Works Administration funds to be used for: school building repair jobs, such as painting, electrical wiring, paper hanging, roof repairs, repair of school furniture, construction and repair of school playgrounds and equipment, and modernization of sanitary facilities.

Since these projects are an essential part of the nation-wide Civil Works program to put unemployed men to work, the approval of state departments of education is not necessary. Funds are provided for repair materials as well as for wages. Any junior college under public auspices may share in this Civil Works program.

Emergency educational programs are now considered specialized work projects. Special grants earmarked for education will be made to the state as heretofore. Those emergency educational programs al-

ready organized under state plans or those to be approved as eligible for use of relief funds will remain on those funds and will not be transferred to the Civil Works Administration.

Commissioner Zook urges the cooperation of school authorities throughout the United States in helping to put unemployed men and women to work.

DR. SNYDER RESIGNS

Dr. William H. Snyder, president of Los Angeles Junior College since its foundation five years ago, has announced his resignation to take effect at the close of the present academic year. His pioneer work at Los Angeles as the climax of forty-five years of active educational service has been done at an age when many men would have already retired from active service and has constituted a unique and outstanding contribution to the development of semiprofessional education at the junior college level. To an unusual degree he has succeeded in combining in harmonious proportions the two educational ideals of training in vision and skill while at the same time building up the largest junior college in the United States.

The following extracts are from an editorial in the Los Angeles Junior College *Collegian*:

The phenomenal progress of Los Angeles Junior College over a period of nearly five years would have been impossible without inspired leadership—without a leadership in which

are fused the qualities of liberal thinking and insight with determined action. With the resignation next June of Director William H. Snyder, the College will lose such a high type of leadership.

In the last analysis, Los Angeles Junior College may be considered as an enviable monument to William Henry Snyder's achievements in public instruction and community service. It is not alone in the field of the junior college, however, that Doctor Snyder has distinguished himself. His career includes twenty-one years as principal of Hollywood High School, during which time his work in the field of secondary education was characterized by the same progressive spirit, and the same soundness of doctrine, for which he is noted today.

Hailed as a pioneer of liberal education, Doctor Snyder has answered the need of today's youth for a "new educational unit . . . to supplement the training of the past, to bring it up to present-day requirements." Discussing the aims of the junior college in the body of literature he has assembled on the subject Doctor Snyder has declared, "It is endeavoring not only to give to its students a broad though rather cursory understanding of prevailing conditions, but also to prepare them to enter some employment which will give them a start in self-reliant productiveness and an Associate of Arts degree."

It was with sincere regret that the *Junior Collegian* published this week the announcement of Doctor Snyder's resignation, effective at the close of the present school year. His influence, both direct and indirect, upon every student attending this institution has been far-reaching and undoubtedly beneficial, whether or not the student himself realizes the ubiquity of this influence.

An ideal cannot be translated into life, a principle cannot become vitalized, an institution cannot become hu-

manized, without the effort of a man or group of men as big and as vital as the ideal or the principle or the institution itself. It is to Doctor Snyder, in large part, that Los Angeles Junior College owes its ideational being and its present educational prestige. It is due to his efforts that many of the young people of southern California have been and will continue to be afforded the opportunity of orientation to the social, economic, and spiritual life of the age.

DEATH OF DR. BUTLER

Dr. George Phineas Butler, founder and former president of the Junior College of Augusta, Georgia, and for many years head of Richmond Academy, died suddenly November 17 near Beaufort, North Carolina, of a heart attack.

Dr. Butler was a prominent educator of the south, and his work with the Junior College of Augusta and with other junior colleges attracted national attention and recognition.

He was born in Augusta January 30, 1875. In 1891, he was graduated from Richmond Academy, and entered the University of Georgia, where he completed his college course in three years and from which he graduated with honor in 1894. Following graduation, he became a teaching fellow in mathematics at the university, and was also assistant principal of Athens High School. From 1895 to 1898, he was a graduate instructor at the University of North Carolina.

He returned to Augusta in 1898 to become instructor at Richmond Academy, at that time not affiliated with the Board of Education.

The school, however, became a part of the county system in 1910, and he was elected principal, serv-

ing also as commandant of the military department as he had previously done.

In 1919, the growth of the school had been so great that he retired as commandant to devote all his time to the office of principal.

Shortly thereafter, he started the movement to establish a junior college in Augusta, and his efforts were rewarded in 1926 when the Junior College of Augusta opened for its first term. He was made president of the combined institutions of Richmond Academy and Junior College, and continued in that office until 1930, when he retired.

He then traveled and studied in Europe for a year, returned to the United States and studied the junior college system in California, established his residence in Chapel Hill, and became a consulting specialist on junior colleges.—*Augusta Herald*.

VISITS JUNIOR COLLEGES

During the early part of December Professor Walter C. Eells, of Stanford University, visited a group of New England junior colleges and gave addresses to various groups of students, faculty, and trustees. Those visited included Colby Junior College, New London, New Hampshire; Lasell Junior College, Auburndale, Massachusetts; Bradford Junior College, Bradford, Massachusetts; Pine Manor Junior College, Wellesley, Massachusetts; Junior College of Connecticut, Bridgeport, Connecticut; and Junior College of Bergen County, Hackensack, New Jersey. He also lectured on the origin and development of the junior college at Tufts College and Boston University, and

was the principal speaker at the annual meeting of the New England Junior College Council.

CRANE EMERGENCY COLLEGE

Although one cannot, in epitomizing the occurrences touching the schools in Chicago during the last several months, find anything that represents substantial progress, an occasional dramatic episode comes to view that affords some emotional compensation. One inspiring affair centers in reports of the efforts of a students' organization of Crane Junior College to re-establish that institution as Crane Emergency College, without support from the Chicago Board of Education. This organization has been encouraged to believe that it may be given free use of an office building in the Loop to house the revived unit. It is said that former teachers at Crane have volunteered their services without cost. We may hope devoutly that the efforts will succeed. Someone, in commenting on the prospects of re-establishment, remarked that success in this venture by the students would shame the Board. This statement is sheer flattery. The School Board's actions during the summer and its ruthlessness in carrying through its program of demolition in the face of a great wave of public resentment mark the Board as being devoid of sensibilities.—*School Review*, December 1933.

HEPNER APPOINTED

Walter R. Hepner, Superintendent of Schools at San Diego, California, has been appointed Chief of the Division of Secondary Education in the California State Department of Education. He succeeds Dr. Nicholas Ricciardi, who re-

signed last fall to become President of San Bernardino Valley Junior College. In his new position Mr. Hepner will have direct oversight of the thirty-five public junior colleges in the state.

MT. HOLYOKE SERVICE

This year for the first time Mt. Holyoke College is carrying on junior college work at Hartford, Connecticut. The work is being carried on under the direction of regular members of the Mt. Holyoke faculty, classes meeting in the Y.W.C.A. building at Hartford. Only freshman work is being given the first year of the experiment, but it is anticipated that sophomore work will be added next year.

LIBRARY FOR CHAFFEY

Architectural plans for the new Chaffey Memorial Library at Chaffey Junior College, Ontario, California, have been approved by the School Board. Actual work on the building is expected to start about the middle of February, according to Gardiner W. Spring, president of the college. Total expenses for the building are expected to amount to \$60,000. Thirty per cent of this sum is being furnished by the government, the remaining 70 per cent to be derived from the Chaffey trust fund. The library is to be dedicated as a memorial to George W. Chaffey, Ontario pioneer who founded the college fifty-one years ago. The trust fund instituted by him amounts to \$100,000 and will bear the brunt of expenses.

ADULT EDUCATION OPPORTUNITY

The NRA program with its shorter working hours and increased leisure offers educational institutions throughout the country

a chance to "dignify" adult education, originally concerned with the Americanization of foreigners, by elevating it to the same level as full-time collegiate study. This assertion is made by Professor James C. Egbert, director of Columbia University Extension, in his annual report to Dr. Nicholas Murray Butler, president of Columbia University. This opportunity is one which presents a peculiar challenge and opportunity to many junior colleges, both public and private, throughout the country.

CONNECTICUT PROGRESS

The Junior College of Connecticut, at Bridgeport, prior to the present school year has transferred 118 former students to 46 different colleges in the East, Middle West, and South. Very creditable records have been made by these students. The college provides instruction in fifteen different curricula for students within commuting distance at a cost about one-third of that which would be required for students going away from home to college. The 1933 Connecticut General Assembly gave the college the right to grant the degree of Associate in Arts to its graduates.

GRADUATES PLACED

Reports from the first group of 15 young women to graduate from the semiprofessional course for dental assistants at Los Angeles Junior College last June indicate that all but one were satisfactorily placed by fall. Any educational institution which under present economic conditions can report that 93 per cent of its graduates in any field have obtained positions is exceptional.

LOS ANGELES TO CHICAGO!

Although the proposition that the University of Chicago and Northwestern University combine has been suggested many times in Windy City educational circles, it has only been recently announced that the merger has taken place.

One of the projects that the new combination can do both for educational experimentation and for the good of those who are not so academically minded is to sponsor the reopening of Chicago's Crane Junior College and thus revive one of the largest institutions of its kind which in past years proved of great service to Chicago youth. Much real value to education could be derived from such a sponsorship and the new enlarged four-year institution could point with pride at the real value of a university's work in community service.—Los Angeles Junior College *Collegian*.

SAN BERNARDINO PROGRAM

A building program to include an auditorium, a technical building, and a gymnasium is being formulated by the Board of Trustees of the San Bernardino Valley Union Junior College, California.

Frank H. Binney, chairman of the Board, states several reasons why the construction of these buildings would be most advantageous to the community at this time. They are: (1) The district, by voting a two hundred forty-five thousand dollar bond issue at this time, would receive a federal grant of one hundred five thousand dollars. (2) These buildings are needed to meet the increased enrollment of the college. (3) The indebtedness can be liquidated during a period

of thirty years with an increase of only six cents in the tax rate. The tax rate now is twenty-nine cents below the average rate for junior college districts. (4) An auditorium would be of service not only to the college but also to all the agencies in the district of three hundred five square miles, which the college serves. (5) The technical building is needed to make available adequate educational facilities for students who now go elsewhere for this training. (6) A second gymnasium is needed to meet the needs of the women students. The one gymnasium now is being used for both men and women students.

COLUMBIA JUNIOR COLLEGE

Columbia Junior College, which opened this fall at Takoma Park, Washington, D.C., under the auspices of the Seventh Day Adventist church, has a faculty of seventeen. Benjamin G. Wilkinson, who has a Doctor's degree from George Washington University, is dean. An excellent plant and equipment have been provided and prospects are good for a steady growth.

COLLEGE FOUNDER DIES

On June 20, last, occurred the death of Reverend Bjug Harstad, founder of Pacific Lutheran College, Parkland, Washington. During his life, Rev. Harstad had been exceptionally active in Lutheran education, having also been the founder of the Franklin school, and of Buflat Academy in Portland, North Dakota.

NEW BUILDINGS PROPOSED

Recommending an immediate investigation of plans to build a new men's gymnasium and a student union center on the Los Angeles

Junior College campus, Dr. Frank A. Bouelle, Superintendent of Schools, spoke on the issue to the Los Angeles Board of Education recently. The proposal includes the allocating of money for a \$50,000 gymnasium and a \$20,000 student union building.

BUCKNELL JUNIOR COLLEGE

In a recent issue of the *New York Herald Tribune*, President Homer P. Rainey of Bucknell University described as follows the new junior college established by the University at Wilkes-Barre:

This fall Bucknell University opened a junior college in Wilkes-Barre, Pennsylvania. It was opened only for first-year students this year. The second year will be added next year. The unit opened September 13 and has 163 students enrolled. These are full-time students and are paying exactly the same tuition rate that is paid on the campus at Lewisburg. They are receiving exactly the same program that is given to students at Lewisburg. No distinctions whatever are made in the work done in this junior college unit. It has been staffed with eight full-time resident faculty members. Six of these were transferred from the campus at Lewisburg and are among the best teachers at the university. Adequate library and laboratory facilities have been provided and every effort is being made to make the quality of the work done there on a par with that done on the campus at Lewisburg.

The program outlined for these students is a program of great breadth of subject-matter. In the two-year curriculum the effort is made to introduce students in as thorough a manner as possible to all the great areas of human experience. It includes courses required of all students in the history of Western man, a survey of the physical and biological sciences, a survey of world literature, the evolution of mod-

ern social institutions, the principles of economics, psychology, philosophy, religion, music, and art. It also offers wide latitude to students to begin their pre-professional courses, and offers them such tool subjects as mathematics, foreign languages, chemistry, biology, physics, and drawing.

Thus, at the end of two years, students will have completed a general education and will have acquired the intellectual tools for the mastery of their chosen fields and the pursuance of their professional work. Furthermore, since this is exactly the same curriculum offered students in the first two years in Bucknell University, there is a perfect co-ordination with the last two years of college work, and students will be able to continue their work in the junior and senior years without any loss whatsoever. Incidentally, these students will have saved from \$500 to \$700 a year on the cost of their college education.

Wilkes-Barre, Pennsylvania, is a fine location for such an institution. It is the center, within easy commuting distance, of a population of more than 400,000 inhabitants. In fact, it was the largest population center in the United States without resident facilities for higher education. There are more than 1,200 high-school graduates in that territory each year who are not able to continue their education in higher institutions. The situation there represented a real need for a junior college. It should be noted also that this unit is financially self-supporting, and is no cost whatsoever to the taxpayers of that vicinity. It is operated upon the sound principle that those receiving the benefits of education are paying the cost of it. This is an important factor to a community such as Wilkes-Barre in these days of heavy tax burdens. It is a good example of the social value of privately supported and endowed institutions in days of stress when revenues from taxation are constantly diminishing.

Reports and Discussion

NEW ENGLAND ASSOCIATION

The fifth annual meeting of the New England Junior College Council was held in conjunction with the annual meeting of the New England Association of Colleges and Secondary Schools at the Statler Hotel, Boston, Massachusetts, on Saturday, December 9, 1933. Dr. Everett E. Cortright, of the Junior College of Connecticut, presided and introduced the following representatives of junior colleges in New England who gave brief accounts of their problems and progress: Green Mountain Junior College, Poultney, Vermont, Jessie P. Bogue; Nichols Junior College, Dudley, Massachusetts, James L. Conrad; Mount St. Joseph Junior College, West Hartford, Connecticut, Sister M. Rosa; East Greenwich Academy, East Greenwich, Rhode Island, Ira W. LeBaron; Westbrook Junior College, Westbrook, Maine, Milton D. Proctor. Dr. Walter Crosby Eells, of Washington, D.C., editor of the *Junior College Journal*, was the guest speaker and addressed the Council on "Junior Colleges at Work."

Dr. Guy M. Winslow, chairman of the committee on proposed constitution for the New England Junior College Council, submitted on reading, and in print, a constitution which was unanimously adopted. The officers of the Council elected for the year 1934 are: President, Dr. Guy M. Winslow, Lasell Junior College; Vice-President, Dr. Katherine M. Denworth, Bradford Junior College; Secretary-Treasurer, Dr. H. Leslie Sawyer, Colby Junior College. Dr. Everett E. Cortright, retiring president, was elected a member of the executive committee. Following the business session, luncheon was served to twenty-five members and guests.

The New England Junior College

Council was organized at Atlantic City in 1929 and has grown rapidly in strength and prestige. Fifteen institutional members representing each of the New England States were officially recorded for the year 1933.

H. LESLIE SAWYER, *Secretary*

MICHIGAN ASSOCIATION

The annual meeting of the Michigan Association of Junior Colleges was held at Bay City, October 19 and 20. An outstanding feature of the meeting was an address by Dr. Eugene B. Elliott, Director of Research in the Department of Public Instruction, "The Relationship of the Junior College to Higher Education in Michigan." Dr. Elliott told of the oversupply of teachers in Michigan. He then spoke of the need of informing the public of the real values of the schools. Not enough stress has been placed on the intangible values. The main argument for higher education should not be that it will assure the graduate a higher money income. Shorter hours have come to stay and these higher values relating to the use of leisure time will assume great importance in a democracy. The junior college is not hampered by traditions and so is in a strategic position in meeting educational changes. Traditional courses must be continued, but two-year terminal courses must be sold to the students and to the community. Emphasis for some time to come will probably be on the lower division of education. Dr. Elliott sees a possibility of the development of a county junior college system in Michigan. The time has come to raise the standard of teacher training. The new ruling of the State Board of Education is intended to aid in this direction. At present about seven thousand certifi-

cates are being issued in a year in Michigan, and about three thousand of these will not be used. Poor teachers are driving out those who are better qualified because the poorer ones are willing to work for very low salaries.

At the noon luncheon 123 were served, representing 12 institutions. Leslie P. Kefgen, of the Northern Automotive Company, Bay City, spoke on: "The Present Plight of the Schools in Michigan." Mr. Kefgen urged that everyone become actively interested in getting legislative relief for the schools. He gave statistics which brought out with startling clearness the rapid decline of school funds in the state in the past three years. The survey of the present situation of Michigan schools, made by the Committee of Seventeen and in which Mr. Kefgen has actively assisted, has revealed many teachers working at salaries far below living costs. It also shows conclusively that many schools will have to close for the year after only a few weeks operation, and that a great majority of the schools in the state will have to shorten their year materially, unless additional state aid is provided.

Professor William E. Scott, Assistant Dean of Students, University of Chicago, addressed the Association on "A Program of General Education for the Junior College." Professor Scott stressed the importance of general education as the objective of the junior college years. Techniques of many jobs must be learned on the job. General education prepares the way for vocational education. Several experiments are being made at the junior college level. Probably the two most outstanding ones are at the universities of Minnesota and Chicago. Professor Scott gave a clear outline of the work and methods of the Chicago "College," the details of which cannot be given in this report.

Miss Marian Williams, University of Michigan, explained, with charts, the

proposed plan for reporting college and university enrollments as suggested by the National Committee on Standard Reports for Institutions of Higher Education in the committee's Bulletin No. 6, issued October 1932. The bulletin may be obtained from Lloyd Morey, Chairman, University of Illinois. The importance of a full-time basis for reporting enrollments was discussed. It was voted that a committee be appointed to make recommendations as to how far the methods suggested can be used by junior colleges.

Professor J. T. Nachazel, of the Michigan College of Mining and Technology, told of efforts being made to make available government loans for educational purposes to unemployed young citizens of high-school or college age.

A letter from Professor John W. Bradshaw, chairman of the University of Michigan Committee on Entrance, was read. Professor Bradshaw explained that the work of his committee had been delayed on account of important changes at the University resulting from the death of Dean John R. Effinger.

Enrollment data for the first semester were reported as follows:

	1932	1933	Decrease (%)
Bay City	376	316	16
Flint	356	320	10
Grand Rapids .	700	640	8
Highland Park.	340	275	19
Jackson	257	224	13
Muskegon	245	195	20
Port Huron....	237	186	21
Totals	2,511	2,156	14

Muskegon reported that resident fees had been increased from \$50 to \$80 per year, but that a local paper was advocating a separate building for the junior college, with no tuition charges.

The following officers for the year 1933-34 were unanimously elected: President, William S. Shattuck, Dean, Flint Junior College; Secretary-Treas-

urer, George E. Butterfield, Dean, Bay City Junior College.

The invitation to hold the spring meeting at Michigan State College was unanimously accepted, the date to be determined by the president of the Association. The following section meetings were held: Drawing, English, Foreign Languages, History and Social Science, Mathematics, and Science.

Following the meeting of the Legislative Assembly, the annual meetings of the Michigan Junior College Athletic Conference and of the Michigan Junior College Debating League were held. At the same time there was a conference of student and faculty representatives on "Student Activities." Forty-one were present, including twenty-five student representatives. Paul O. Harvey, temporary chairman of the Bay City Junior College Student Council, presided. Many of the activities were discussed and plans were made for a more permanent organization of the conference.

GEORGE E. BUTTERFIELD, *Secretary*
BAY CITY JUNIOR COLLEGE

MORE ABOUT CRANE!

In November the Board of Education of Chicago published a pamphlet, "Our Public Schools Must Not Close," an attempt to justify its astonishing actions in near-wrecking the Chicago schools. A folder prepared by Mayor Kelly supplements some of the remarkable statements (and misstatements!) found in this publication. This "alibi" pamphlet has been put in the hands of every pupil in the schools by the Board.

Certain "corrections" of statements found therein referring to Crane Junior College have been prepared during December by a committee representing the College, and given local circulation. We are glad to reproduce this reply for national circulation as showing the type of misinformation by which the Board is attempting to jus-

tify its sudden closing of Crane this year, with its three or four thousand students. The type of simple, cold, hard facts presented in rebuttal ought to be sufficient to convince any individual reading them—except a member of the so-called Board of Education of Chicago:

CORRECTIONS AS TO CRANE JUNIOR COLLEGE OF BOARD OF EDUCATION PAMPHLET "OUR PUBLIC SCHOOLS MUST NOT CLOSE!"

1. "... maintained with questionable legal authority" (pp. 6 and 13).

Although over 200 cities and districts in most of the states now support public junior or four-year colleges without legal question and as a matter of public policy, it seemed safer to give to the Chicago Board of Education full and explicit legal authority to conduct Crane College. This was done by the bill passed by the Illinois Legislature in special session and signed by the Governor on December 9, 1931.

2. "Crane Junior College, the most expensive unit in the Chicago School System" (p. 13); and "the most costly branch of school activity" (p. 6).

These statements overlook the other city college, which has been retained without question. Per capita cost in the Normal College runs 60 per cent higher than at Crane.

Cost per student at Crane was lowered from about \$190 per year in 1930 to less than \$140 per year in the first half of 1933, very nearly the same as the cost per student in the technical high schools. The total cost of the 3,500 students in the college was about one-fifth of a cent in the tax dollar. In the University of Illinois they would have cost the taxpayer about twice as much.

3. "Only 10 per cent of those eligible were admitted" (p. 6); and on p. 13 "... failing . . . by 90 per cent . . . to give college training to all the 20,000 who wish it each year." (In Mayor Kelly's folder: "30,000 students applied for admission to Crane each year.")

This implies that all high-school graduates apply for entrance at Crane College. In fact, from 300 to 1,000 eligible candidates each semester have been refused entrance while 3,300 to 3,600 have had whole or partial programs. That is, the

city college has given education to 85 per cent of those who apply.

When the tennis courts and golf links in our public parks fail to accommodate everybody who wishes to play, do we close them to all? When relief agencies cannot give aid to all who need it, do we abandon relief?

4. "Of those attending, only 12 to 25 per cent complete the course" (pp. 6 and 13). (In Mayor Kelly's folder: "Yearly between 12 per cent and 25 per cent only finished their course at the college.")

This implies that all the rest drop out, having wasted their time thus far—which is not the case. Even including those dropped for poor scholarship and those who left for financial reasons, only 6 to 15 per cent each semester failed to finish their work. The figures 12 to 25 per cent refer only to technical graduation at the end of two years, which is not required except for certain professional schools. The transcripts of credit sent to other schools have numbered each semester four times the number of formal graduates.

Actually, the retention of students at Crane was better than in the first two years of many universities. Out of every 100 who entered, 55 went on to second-year work at Crane and between 40 and 45 completed the fourth semester.

Two additional points:

5. Mayor Kelly's folder says, "... it appeared that almost 75 per cent were financially able to pay for such education elsewhere."

Not even the Board makes such a claim. On the contrary, nearly 75 per cent are now out of school and out of work, while most of those in college elsewhere are on scholarships or have been allowed deferred payment. The deans, who know every case individually, report that most of the students at Crane were barely able to pay for laboratory fees or books, and hundreds depended on loans for books and carfare and lunches. These are facts, not opinions.

6. President McCahey is quoted as saying, to Hyde Park Kiwanis Club on November 1: "Investigation had disclosed that 600 students at Crane were from out of town."

The facts, open to him or any other: For more than two years legal Chicago residence has been required of every

Crane student. The few found registered under false address were either dropped or compelled to pay the old tuition fee for outsiders of \$175—more than their present cost to the city.

JUNIOR COLLEGE GROWTH

Continued increase in number of junior colleges but an apparent slowing up in growth of enrollment is shown by an analysis of the data appearing in the 1934 "Directory of Junior Colleges" which was printed in the *Junior College Journal* last month. The number of institutions reported in the United States and its possessions has increased from 497 in 1933 to 519 in 1934, an increase of 4.4 per cent. The total enrollment as reported, however, shows an apparent decrease from 106,016¹ in 1931-32 to 105,457 in 1932-33, a decrease of one-half of one per cent.

This is the first time in the six years since comparable figures have been published in the annual Directory that there has been an apparent loss in enrollment. That this loss is apparent rather than real is shown by two considerations. The 1934 Directory gives the list of institutions in existence during the year 1933-34, but reports enrollment data for the preceding year, 1932-33. Therefore the current Directory does not contain the name of Crane Junior College, unfortunately abolished this year by the astonishing political action of the Chicago Board of Education. During 1932-33 the enrollment at Crane was close to 4,000. Had this figure been added to the reported enrollment of 105,457, it would have made a gain in enrollment for the year of 3.3 per cent instead of a loss of 1.2 per cent as the published

¹ The total enrollment for 1931-32 as reported in the 1933 Directory was 98,441, not 106,016. That this figure was in error, however, was explained in the analysis similar to the present one which was published in the *Journal* last year. See *Junior College Journal* (February 1933), III, 278.

figures actually show. A second consideration pointing to the inadequacy of the published data is that in the current Directory no enrollment data are shown for fifty institutions while last year there were only twenty-eight institutions for which no enrollment figures were available. It is sure that the actual enrollment in these twenty-two additional "no-report" institutions independent of the Crane situation, would more than remove the apparent small loss in enrollment in the published figures. One such institution has already reported an enrollment of 300.

The actual number of junior colleges and enrollments reported in them as shown by the Directory for the past seven years have been as follows:

Year	Number	Enrollment
1928	408	50,529
1929	405	54,438
1930	429	67,627
1931	436	74,088
1932	473	99,476
1933	497	106,016
1934	519	105,457

The enrollments given are for the previous academic year, that is, the enrollment reported in the 1934 Directory is for the college year 1932-33.

PUBLIC AND PRIVATE COLLEGES

Of the group of 519 colleges, 214 (41 per cent) are public institutions, and 305 (59 per cent) are private. Corresponding figures last year were 192 public institutions and 305 private ones. The public institutions not only are increasing more rapidly in number, but they have much the larger proportion of the enrollment. Sixty-eight per cent of the enrollment (last year 66 per cent) or 72,100 is found in the public junior colleges as compared with 33,357 in the private junior colleges.

Increased enrollments are found in the public junior colleges in 20 states, decreased enrollments in 12 states, and no changes in three states, the net increase being 3.3 per cent. The most

notable increase in enrollment in public junior colleges occurred in California with an increase of 4,767 regular students (22 per cent), but a decrease of 1,545 special students, making a net gain of 3,222 or 11 per cent for the year. California now has almost exactly one-third of the reported junior college enrollment of the country, over 96 per cent of it being in thirty-five public junior colleges. A strong factor in this steady growth in California, even in times of severe economic depression, is the complete absence of tuition charges of any kind. Even larger proportional gains in public junior college attendance have been made in two Southern states, Mississippi and Georgia. In the former the growth was 20 per cent; in the latter it increased from 877 to 1,234 or 29 per cent. Decreased attendance is found in some of the states where substantial tuition charges are made in the public junior colleges.

Increased enrollments are found in private junior colleges in 18 states, decreased enrollments in 24 states, and no change in one state, the net decrease being 7.9 per cent. Private junior colleges with relatively high tuition charges have suffered severely in many cases, even with frequent substantial reduction in tuition.

INSTITUTIONAL CHANGES

The names of fifty-eight junior colleges are found in the 1934 Directory which did not appear the previous year. Twenty-two of these are public junior colleges, while thirty-six are private ones. On the other hand thirty-six institutions, all private, listed in 1933 do not appear in the 1934 Directory, leaving a net increase of twenty-two. Part of this increase is due to the inclusion of several normal schools which have been added on the advice of state departments of education that such institutions in certain states were really doing general junior college work for the communities

in which they were located. In the case of at least twenty-eight institutions, however, definite information is available that they began as junior colleges in 1932 or 1933. Most notable increases occurred in Oklahoma where six new public institutions, all organized in 1932, are found; and in Georgia with four. Newly reported institutions are located in 27 states and in the Canal Zone.

TYPE OF INSTITUTION

The junior college is increasingly becoming a coeducational institution, 372 being reported of this type as compared with 345 last year. Two institutions for men and two for women are reported in the public group, all the others being coeducational. Of the private group 47 are for men and 96 are for women. Corresponding numbers last year were 43 for men and 105 for women.

Fifty-eight per cent of the private group are reported as under denominational auspices, the Methodists leading with 45, followed by Baptists, 33; Catholics, 27; Lutherans, 19; Presbyterians, 15; and sixteen other denominational groups with one to six each, 38.

SIZE OF COLLEGES

The size of the 469 colleges for which enrollments are reported may be summarized as follows:

Enrollment	No. of Colleges
0- 49	82
50- 99	124
100- 199	120
200- 299	66
300- 399	26
400- 499	17
500- 599	4
600- 699	2
700- 799	8
800- 899	4
900- 999	1
1,000-1,999	9
2,000-2,999	3
3,000-3,999	2
4,000-4,999	0
5,000-5,999	1

While the junior college is still a comparatively small institution, far too small for efficiency in many cases, yet it is growing steadily. It is significant that there are 77 which have enrollments exceeding 300 (75 last year), and 15, even not including Crane, which exceed 1,000 (14 last year, including Crane). The largest institution in the country is the Los Angeles Junior College.

Average enrollment in both types of institutions, which increased markedly in public junior colleges from 1930-31 to 1931-32, has shown a distinct decrease in 1932-33. Average enrollments for the three years may be summarized as follows:

	1932-33	1931-32	1930-31
Total	203	225	208
Public	343	375	337
Private	109	127	128

ENROLLMENT BY CLASSES

Enrollment by classes, as far as this distinction was observed, may be summarized as follows (a percentage distribution for last year is added for comparison):

	Number 1932-33	Percentage 1932-33	Percentage 1931-32
Freshmen	53,558	55.9	57.1
Sophomores ..	29,330	30.6	28.3
Specials	12,964	13.5	14.6

The proportion of sophomores has made a distinct increase over the previous year. If the special students are eliminated from consideration, 33 out of each 100 regular students were sophomores in 1931-32; 35 in 1932-33.

NUMBER OF INSTRUCTORS

The Directory reports 3,639 full-time instructors and 2,464 on a part-time basis in 394 junior colleges, or an average of 15.5 per institution, as compared with 15.7 last year. If it be assumed that two part-time instructors are equivalent to one working full time, then there are the equivalent of 4,871 full-time instructors in these 394 colleges, or an average of 12.4 full-

time instructors per institution. California is credited with 1,310 instructors, Texas with 472, and Missouri with 300.

ACCREDITATION

Of the entire group of institutions listed, 449, or 85 per cent, are accredited by some accrediting agency, state, regional, or national.

CHANGES IN ADMINISTRATORS

A comparison of the 1933 and 1934 directories reveals a change in the administrative head on the part of 74 junior colleges, or 16 per cent of the entire group. Last year a similar change of 12 per cent was reported, showing a considerably greater change this past year. In the public junior colleges the change was 18 per cent, in the private ones, 15 per cent.

TYPES OF ORGANIZATION

Types of administrative organization, as far as reported by the different institutions, may be summarized as follows:

Type	Number
2-year	241
4-2	147
2-2	24
6-year	23
4-year	18
3-2	8
5-year	2
1-year	2
3-year	1
6-2	1
4-1	1
3-3	1
2-4	1
2-1	1
1-2	1
	—
	472

While the data may not be always comparable, these may be grouped as follows to show the probable form of organization as far as the junior college proper is concerned. The percentage distribution for the same six types last year, based upon 463 institutions, is added for comparison.

Type	Number	Percentage	
		1934	1933
6-year	23	4.9	6.9
5-year	2	0.4	0.4
4-year	19	4.0	6.3
3-year	2	0.4	0.4
2-year	422	89.5	85.1
1-year	4	0.8	0.9

The most notable changes seem to be the decrease in the number and proportion of the six-year type from 32 to 23, and of the four-year type from 29 to 19, and the corresponding increase in the two-year type from 394 to 422. The latter type now includes practically 90 per cent of the junior colleges of the country, according to the Directory classification.

WALTER CROSBY EELLS

TEXAS REPORT¹

We are pleased to report that progress in junior college organization and administration is rather encouraging, even though the whole world seems to be more or less depressed because of a general economic disturbance. We do not attempt to say that this encouragement comes because the junior colleges have completely solved the problem of educational organization. It does seem, however, that there is a growing tendency to indorse the junior college movement as a rather strategic one in aiding the development of a complete educational program.

There is not unanimity of opinion as to the exact number of years which should be included in a junior college. The Directory of the American Association of Junior Colleges shows that there are 493 junior colleges in America of the two-year type, of the four-year type, and of the six-year type. There are more two-year junior colleges than there are of either of the other two divisions. Whether this is due to a deliberate planning of the

¹ Condensation of the report of the Junior College Commission of the Association of Texas Colleges, made at the spring meeting of the Association at Dallas, April 29, by J. Thomas Davis, John Tarleton College, chairman.

junior college unit, or whether it is due to the adaptation of local conditions is not determined.

There are a few conditions which make a two-year junior college more adapted to circumstances and the environment of a community than a four-year junior college. In other instances the four-year junior college unit seems to be easily adaptable.

We believe that the philosophy of the junior college is generally accepted as a section of an educational program which adapts itself to the upper part of a general educational program. Upon this basis the primary and elementary years of education devote themselves to the development of the tools of learning. The upper years of general education provide for that type of education which represents the world's development and the world's offerings in arts, science, and industry. This is the period of upper high-school and junior college education, and it will be observed that the whole process of education in this period of human development is of a general nature. After this period of education begins what is known as specialized professional education or technical education. There seems to be a growing acceptance of the fact that the states owe the population as a whole the privilege of a general education at public expense.

The number of junior colleges (493 listed in the Junior College Directory this year) is very significant in that it indicates a growing recognition of the junior college movement. Another significant factor is the fact that the junior college as such in nomenclature is comparatively new in the world's educational offerings. Some of the European schools for many years have offered work in upper adolescent education and middle schools, but the movement as organized at present in the educational world seems to be comparatively new and within the last quarter of a century. Of the total number of junior colleges within the

United States, 335 have been established since 1920. It is interesting also to note that 47 in the United States have been established within the last three years.

Another significant feature in recognition of the junior college program is the matter of reducing four-year colleges to junior colleges by the private, denominational, and endowed institutions. Significant in this respect is the Millsaps College System of Mississippi, which has reorganized its college program and changed its curricula offerings from a four-year college to that of a junior college.

Another factor which indicates the recognition of the junior college program at present is the increased enrollment in American junior colleges while the enrollment in general in other colleges is decreasing. The enrollment in the junior colleges of America during the last three years has increased from 74,088 to 96,555. This enrollment is based upon registration in only two years, however, which includes the first two years of college work. There seems to be no explanation for the marked increase in junior college attendance during these years of economic depression except that junior college education has become recognized and appreciated by parents and students.

Significant in the junior college movement is the growing recognition of the junior college in conservative New England. The opposition to the recognition of the junior college in New England was for many years almost a hostile attitude of mind, but during the last ten years junior colleges have sprung up in New England states and their work has been so efficient that even conservative New England's educational organizations have come to recognize and approve the junior colleges. Significant in this recognition also is the tendency to change the name of old colleges and academies so as to include the name junior college. Recently Bradford

Academy and Lasell Academy in Massachusetts have changed their names to the Bradford Junior College and the Lasell Junior College, respectively.

The situation with reference to the development of universal public education is almost as bad in the Middle States as it is in New England. Public education for all the people does not receive universal support in the New England and Middle States as it does in the West and Southwest.

It seems that Texas might view with some alarm the determined efforts of the private and corporate interests of the East to break down the spirit of democratic ideals of the West and Southwest with reference to an equal opportunity to all the boys and girls to an education.

The attention of our Association should be called to the significant changes in curricula and the organization of junior college units in some of the outstanding universities of our country such as Chicago, Minnesota, and Wisconsin. More detailed information can be obtained from these institutions as to their plans and purposes.

THE ADMINISTRATIVE HEAD¹

Various aspects of junior college administration have occupied a prominent place in junior college literature for a number of years. The junior college administrative head, however, has received little notice. Apparently, only one study of any considerable extent has found its way into the stream of junior college literature. There is little available information to tell us about the persons who direct approximately five hundred junior colleges now in existence. How shall we describe the junior college administrator? What are his duties? What is his training?

¹ Condensed from an article "The Junior College Administrative Head," by Doak S. Campbell, in *Peabody Journal of Education* (September 1933), XI, 53-57.

By what title is he called? What is his salary? How long does he remain in office? It is the purpose of this paper to present data that may suggest answers to these questions.

This study is based upon information received in reply to a personal letter directed to the heads of all the junior colleges included in the *Directory of the Junior College*. Information was received from the heads of 259 junior colleges located in 40 states and in the District of Columbia. Of these, 120 were public and 139 private junior colleges. A summary of the results is here presented.

The title of "president" is decidedly the most popular for the head of a junior college, 149, or 57 per cent, of the 259 administrative heads bearing this title. Other titles found in considerable numbers are, in the order of frequency, "dean," "principal," "superintendent," and "director." There is a decided tendency on the part of private junior colleges to call their administrative head "president." Public junior colleges favor "president" or "dean," although other titles are also well represented. The administrative heads of junior colleges perform a variety of duties. In fact, seventeen different duties are mentioned, with frequencies ranging from one to 223. From the nature of the names given these duties, it is apparent that there is considerable overlapping. The five most frequently mentioned are general administration and supervision, business management, schedules and curriculum, instruction, and supervision of instruction. It is significant that approximately one junior college head in five is responsible for instruction. As a rule, he teaches a single course. In a few cases, however, he carries a full teaching load.

The educational qualifications of junior college administrators as represented by the degrees they hold show considerable variation, although the majority hold at least a Master's

degree. Doctor's degrees, including Ph.D., D.Ed., and D.Ped., are held by 30, or 11.6 per cent, of the administrative heads. Master's degrees, including M.A., M.S., M.Ed., M.F., M.B.A., and LL.M., are held by 164, or 62.2 per cent. Bachelor's degrees are the highest held by 49. Fourteen hold the honorary degree LL.D., but only one of these holds no other degree. Fifteen hold no degrees, earned or honorary. There is no appreciable difference between public and private junior colleges so far as degrees held by their administrative heads are concerned except that there are more private junior college heads who hold no degrees.

The mean salary of administrative heads for 1932 was \$3,553, with an average of \$3,796 for public and \$3,303 for private junior colleges. The salaries of the heads of public junior colleges are consistently higher than those of private junior colleges. The trend of salaries paid heads of public junior colleges has been downward since 1930, while that of private institutions has been downward since 1928. The average for all types taken together reached the peak, \$3,915, in 1930 and its lowest point, \$3,553, in 1932.

The average age of the administrative heads of public junior colleges is 43.8 years; the average in private junior colleges, 46.5 years. For public and private together, the average is 45.3 years. The ages in public junior colleges range from 29 to 63 years; in private, from 25 to 84 years.

The average tenure of the private junior college head is 10.4 years; that of the public, 8.4 years; that of all together, 9.5 years. The length of tenure in public junior colleges ranges from 1 to 33 years. This means, however, that the tenure here indicated does not all represent time spent as head of the junior college, since many of the junior colleges have been established during the tenure of a given su-

perintendent or principal. The maximum tenure based on the time actually spent as head of the junior college is 17 years. In private junior colleges the range is from 1 to 63 years. The institution in which this maximum occurs, however, was converted to a junior college only ten years ago. Computed on the actual time served as head of a junior college, the mean tenure for private junior colleges is 7.5 years, with a range of 1 to 35; for public junior colleges, 6.3 years with a range of 1 to 17 years.

TWO CORRECTIONS

My attention has recently been called to two erroneous statements in my book, *The Junior College* (Houghton Mifflin Co., 1931), which should be corrected.

On page 157 the statement is made that Wisconsin in 1919 passed a bill permitting cities to organize junior colleges. Mr. Chester D. Snell, Dean of the Extension Division of the University of Wisconsin, informs me that this law concerned the establishment of junior high schools, not of junior colleges. Mr. Edwin E. Witte, chief of the Wisconsin Free Library Commission and Legislative Reference Librarian, states that Wisconsin has no law dealing specifically with junior colleges.

In the Introduction (p. xiii) the statement is made that prior to 1925 not a single course on the junior college had been offered in any American university. Professor Leonard V. Koos of the University of Chicago, who has made such significant contributions to the junior college movement, informs me that he gave such a course in the summer session of the University of Chicago in the summer of 1921, and in the same year or the following year he gave such a course at the University of Minnesota.

WALTER CROSBY EELLS

U.S. OFFICE OF EDUCATION
WASHINGTON, D.C.

Judging the New Books

FLOYD W. REEVES, director, with ten associates. *University of Chicago Survey* (12 vols.). University of Chicago Press, Chicago. 1933.

Report of a three-year study of the forty-year-old University of Chicago has recently appeared in twelve volumes ranging in size from 126 to 455 pages. The survey was financed mainly by grants from the General Education Board. The survey staff of eleven members included a Chicago University professor as director, five other members of the university teaching staff, the recorder, director of libraries, director of the Oriental Institute, all of the university, and two professors from other universities. In addition to this staff the help of many other specialists and student research assistants of the University, together with a few from outside the University, was drawn upon.

The point of view of the survey is the University as a whole—its organization, policies, staff, facilities, students, and activities—although the final volume dealing with the Oriental Institute is perhaps an exception to this. The general plan of attack of the survey and the scope and organization of the report are suggested by the titles of the volumes. Abbreviated, these are: University growth, organization and administration, faculty, instructional problems, admission and retention of students, college alumni, libraries, extension service, plant, student problems, class size and costs, and the Oriental Institute.

The volumes are replete with tables, graphs, and plates, and are printed in excellent form. Many subjects, such as organization and administration, staff, students, instructional service, library, and finance receive major treatment in one volume and often quite extensive incidental treatment in other volumes. Research, certainly a major function of the University, is not treated in a separate volume but does receive extensive consideration in a number of the volumes.

In all, the findings of some fifty separate studies are presented, covering a wide range of problems, including general policies, administrative machinery and procedures, curricula, student load, faculty load, class marks, types of student programs, the new plan of instruction, improvement of instruction, class size, sizes and use of rooms, student achievement, evaluation of the work of the laboratory schools of the School of Education, the social composition and incomes of graduates, relative merits of different teaching methods, living conditions of students, and student aid, along with interrelationships among many factors, and numerous cost analyses. The historical background is well developed and interpreted throughout for its bearing upon current issues; there is ample description, inventory, and explanation to enable the reader to understand the point of view, the local conditions, and the plans and purposes under investigation; there is careful checking of policy, organization, and adminis-

trative procedure in terms of accepted principles; there is counting, classification, and analysis of facts or cases; there is careful measurement; there is comparison, and the study of the bearing of one set of facts upon another set; there is interpretation, criticism, and recommendation.

The report abounds in interesting facts and conclusions: The ratio of student majors registered for to the number of the faculty was practically the same in 1908 as it was in 1918 and in 1928; the distribution of faculty members on the basis of rank has remained almost constant for the past twenty-seven years; the average salary per faculty member was \$2,448 in 1908 and \$4,197 in 1930, though the actual purchasing value of this average salary had suffered a slight decline; the average size of class for the University as a whole was 17.9 students in 1908 and 18 in 1928; the University plant has grown much faster than has the student enrollment; total assets of the University grew from three to one hundred eight million dollars from the founding in 1892 to 1931. On the average a member of the faculty spends about 25 per cent of his time on research, over 40 per cent on teaching, some 5 per cent on administration, and 15 per cent on general department or university service; when intelligence is taken into account high-school and junior college preparation in any of the standard academic subjects is about equally good preparation for later college work; more of the graduates go into professions than into other vocational fields, and education is far the most prominent of the professions entered; the library

is fourth in size among American university libraries, and based upon a careful faculty estimate, it is still nearly a million volumes in arrears; the quality of work done by extension students is fully equal to that done by students at the University; the cost of buildings per cubic foot has ranged from 14 to 31 cents in the early years and above 70 cents in recent years. The 451 classrooms of the University are in use but 52.7 per cent of the possible classroom hours, and but 22.3 per cent of the seats are used; students connected with fraternities make the poorest grades.

Criticisms point out numerous weaknesses. The report calls for additional or revised statutes, by-laws, and regulations to clarify responsibility in the staff organization at points, including certain powers of president, deans, faculty, board committees, and faculty legislative bodies; extensive revision of records and reports is advised; it points out the danger from too much faculty inbreeding; it confirms conclusions of previous studies of class size but warns against too complete acceptance of accumulated evidence; it suggests a reading test for entering students and remedial training for any student found deficient; because of the wide difference in use of class marks it declares it to be unsound to base academic ranking of students upon class marks, and urges discontinuance of their use as bases for determining eligibility for graduation or for dismissal of students; it urges revision and clear statement of policy affecting the selection and retention of students, and indicates that its studies show that average grades during the first

quarter plus score on psychological test afford the best basis for selecting students. These are typical and indicate the emphasis the survey placed upon teaching, student management, instructional offering, and policies affecting research and general staff morale.

Commendation is equally straightforward and as carefully based upon analyzed facts or accepted principles, and is nowhere effusive. The readiness with which the University has altered policy and organization and program when need was determined, including changes made as the survey proceeded; the interest the University has shown in the care and guidance of students; the new plan of instruction; the success in research, not to mention details, are illustrations.

One could think of a different plan of organization for the survey perhaps, or of a different distribution of emphasis in the studies, or of other major units of functions of the University that might have been given special study, but in this report he will find a mine of material dealing with the major aspects and problems of the University as a whole and he will find it critically treated.

The reader of this *Journal* will find much to ponder in Volume IV, dealing with instructional problems; in Volume V, dealing with admission and retention of students; in Volume VI, dealing with alumni; in Volume X, dealing with student problems; and he will find the entire report both interesting and informing.

Although largely a survey of an institution by its own staff, this report will find acceptance among survey experts for its objective

treatment, for its sound judgment in applying principles, and for its clear presentation, if not for any specially new lines of investigation or new forms of survey technique. It will add substantially to the literature in this field and should be widely read by university men everywhere who are interested in bringing scientific method to bear in the study of higher education.

JESSE B. SEARS

SCHOOL OF EDUCATION
STANFORD UNIVERSITY

The semiprofessional curricula in which young people are trained for such occupations as journalism, secretarial work, drama, and other special occupations is one of the outstanding features of the rapid development of the Los Angeles Junior College under Dr. Snyder's sympathetic guidance. He has made a definite contribution to the junior college system, and the impression left by his work will endure for many years. The nature of the work accomplished at junior college, and the service that will be performed for the state as a whole by its graduates, makes it fitting that a large part of its support should come from the state. The effect of training given at junior college will reach throughout all California, and it would be unfair to require the junior college district itself to shoulder the entire expense.—GEORGE W. McDILL, president of Los Angeles Board of Education.

Even during the period of depression, the junior college has shown a very high index of survival.—RAY LYMAN WILBUR.